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ABSTRACT

This document is intended to help secondary home economics teachers incorporate social studies principles into their curriculum. After an introduction, the document is divided into three sections. The first section identifies and explains fundamental principles within social studies and covers the history and current state of the social studies curriculum. Then it lists social studies concepts and skills in economics, history, government and politics, geography, psychology, sociology, and anthropology. The bulk of the document consists of tables that relate each identified social studies concept and skill to explanations and examples of how it can be integrated into the home economics curriculum. The second section suggests integrated learning and evaluation experiences in the following areas: child development; consumer economics; family health; family life; food science and nutrition; housing; management; managing work and family; textiles and apparel; and the world of work. Section 3 provides teaching aids that illustrate the following concepts: (1) market economy; (2) governmental checks and balances; (3) the research process; (4) types of economic systems; (5) Erikson's stages of life; (6) social norms; and (7) categories of resources. There are 23 references and an index. (CML)

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Home Economics Curriculum

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Home Economics Education
Texas Education Agency
Austin, Texas

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Integration of Social Studies Principles in the Home Economics Curriculum

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Introduction

Literacy and Citizenship Skills

Equipping students with skills essential for academic success, employability, and personal fulfillment and well-being are key goals of education. Great concern currently exists that not all students are being adequately equipped with such skills. As stated in the *Long-Range Plan for Public Education* adopted by the Texas State Board of Education (1991), "The current curriculum does not adequately equip all young people with the literacy and conceptual skills employers need, the citizenship skills necessary to preserve a free society, and the self-esteem and self-responsibility essential to a healthy lifestyle" (p. 18).

Strong academic skills in mathematics, science, and language arts form the basis of literacy and conceptual skills needed by employers. *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum* was published in 1991 by the Home Economics Curriculum Center at Texas Tech University to facilitate integration of essential academic principles and vocational content.

Citizenship skills and skills for understanding the self in relation to others and one's own environment are grounded in the fundamental principles of social studies. *Integration of Social Studies Principles in the Home Economics Curriculum* is intended to help home economics teachers incorporate fundamental principles from the various disciplines of social studies into teaching of home economics content, better equipping students with those citizenship and social skills essential to living in communities with others and preserving a free society.

Guide to Use

Integration of Social Studies Principles in the Home Economics Curriculum is the second component in a series of *Academic Integration* materials published by the Home Economics Curriculum Center. This component is written in the same format as the first component of the series, *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.* The two components are designed to be used together to cover those essential skills targeted for vocational and academic integration.

"Equipping students with skills essential for academic success, employability, and personal fulfillment and well-being are key goals of education"

In this component, the section titled "Fundamental Principles of Social Studies" overviews the discipline of social studies, covering the history and current state of the social studies curriculum. Key strands within the discipline are identified and summarized. The interrelationship of social studies and home economics is discussed, and groundwork is laid for reinforcing social studies principles in home economics curriculum.

Fundamental principles within each social studies strand are identified and explained. Key concepts are summarized in order to give the reader a comprehensive subject matter update and overview. More information is included than will need to be covered; the rationale was to provide as much information as possible to allow teachers to choose those concepts most applicable to specific home economics content. For example, the overviews of Texas, United States, and world history obviously cover many more principles than are expected to be integrated; information on many historical eras is included to provide extensive options for integration. For each principle identified, examples are provided to illustrate applications to home economics content areas.

Suggestions for applying principles of social studies to specific home economics content areas are provided in the "Learning and Evaluation Experiences" section. The suggestions are not specific to current home economics courses but are topical in nature. They are intended to provide teachers with sample learning and evaluation experiences that can be used as written, or the experiences can be individualized to fit particular course or student needs. Whereas the experiences in this book provide samples, additional in-depth experiences will follow, as described on the next page.

Academic Integration Supplements for Specific Home Economics Courses

The third component of the *Academic Integration* series consists of learning and evaluation experiences that supplement existing curriculum guides available from the Home Economics Curriculum Center for specific home economics courses. The supplements contain learning and evaluation experiences that integrate mathematics, science, language arts, and social studies principles within existing home economics courses, drawing strongly on information provided in both *Academic Integration* guidebooks.

The learning and evaluation experiences are written to satisfy the competencies identified for each course, so a teacher desiring to integrate academic principles while meeting a particular home economics course essential element can readily identify and insert an appropriate activity.

Supplements to the following courses were developed in 1992:
- Comprehensive Home Economics
- Individual and Family Life
- Parenting and Child Development
- Advanced Child Development
- Child Care and Guidance, Management, and Services

Future supplements are planned for integrating academic principles within other home economics courses. These supplements will be available separately from other components in the *Academic Integration* series. All components will be available from the Home Economics Curriculum Center at Texas Tech University.

Fundamental Principles of Social Studies

Introduction

Few people today clearly understand what the curriculum of social studies includes. Some consider it history, some consider it geography, and some consider it a broad smattering of ideas about human relationships found in the *social sciences* (studies dealing with the structure of society and the activity of its members). Loosely, a *social study* is any branch of learning focusing on human interaction or the study of human groupings. Consequently, the curriculum of social studies is an integration of fields such as civics, political science, history, law, geography, economics, sociology, anthropology, and psychology. These fields of study are considered essential curriculum components in the study of human interaction.

The value of a social studies education may not be readily apparent to individuals unfamiliar with the meaning and goals of this subject area. In a democratic republic, it is critical that the civic values and principles that uphold that democracy continually be passed on accurately to each new generation of citizens. In order to function as enlightened citizens in a democracy, individuals must understand and value both their cultural heritage and the workings of the political, economic, and social systems. Public school curriculum designers generally agree that social studies classes are the proper forum for this civic preparation. Social studies curricula are designed to provide our nation's children with the necessary background in social processes that will allow them to face and solve the inevitable problems and challenges that await their generation. A basic understanding of our nation's heritage as it compares and contrasts to the heritage of peoples of other countries is essential to creating informed citizens who can continue to insure for themselves and their posterity a free and peaceful society, nation, and world. In short, the curriculum of social studies in our public schools is intended to be the primary socializer of democratic ideas that will give students the ability to carry on and improve upon their current American heritage.

> "The curriculum of social studies is an integration of fields such as civics, political science, history, law, geography, economics, sociology, anthropology, and psychology."

Social Studies Competence

Brief History of the Curriculum

The curriculum that was later to be called social studies began with the desire of educators for students to orient themselves in time and place. Consequently, by the late 1800s, most public schools offered or required geography and European history. By the end of that century, popular thought was that history alone was the cornerstone of the more important goal of proper citizenship education and socialization of young citizens. It was not until 1916 that the National Education Association (NEA) officially recognized social studies as the overviewing subject area of history, geography, civics, economics, and politics. At this time, it was decided that a good social studies education should enable students to know and to function in their economic and political world.

The scope of social studies became progressively broader as educators of the time expected more and more from the curriculum. This broadening continued through the 1900s as well, with the scope of social studies expanding through continuous reform to include areas such as current events and issues, civic values, decision making, problem solving, higher order thinking, and empathy and respect for oneself and others.

Current Controversy

Because the scope of social studies has become so expansive, it has encountered criticism from within and outside of the field. Many teachers argue that students cannot be taught everything there is to know about social life within the suggested framework, urging curriculum designers to either limit the scope of social studies or change the framework in which it is taught. Central to both suggestions is controversy over whether social studies content should 1) come primarily from history and the social science disciplines,

2) emphasize analysis of public issues and critical reflection on beliefs and social institutions, or 3) transmit culture.

Another challenge involves data regarding students' disinterest in and dislike of social studies. Many critics attribute students' dislike of the curriculum to its emphasis on rote memorization of facts that students view as meaningless and irrelevant to their lives. These critics urge a move away from the dominant use of textbooks and teaching techniques that focus on the "facts" toward meaningful application of social studies concepts to students' daily lives.

Current Curriculum

Current education leaders, recognizing the above concerns with past curriculum, are reluctant to reduce the scope of social studies curriculum. They argue that the scope of the most recent frameworks, although still very broad, is necessary to provide students with the breadth of concepts they will need to become functioning members of society. In addition, social studies leaders still maintain that analysis of public issues and reflection on beliefs and social institutions is best taught by integrating this analysis into core history and social science course work. According to the Texas Education Agency (1986), students acquire and develop attitudes and values "within the context of meaningful subject-matter content and learning experiences rather than in isolated meaningless exercises" (p. 4). To raise student interest in the subject, education leaders continue to urge teachers and textbook writers to focus more strongly on relevant materials that interest students and encourage them to think critically about their world.

The current suggested goals for social studies education from the most recent publication of the National Commission on Social Studies in the Schools are as follows: "The Social Studies Curriculum should enable students to develop:

1) Civic responsibility and active civic participation.
2) Perspectives on their own life experiences so they see themselves as part of the larger human adventure in time and place.
3) A critical understanding of the history, geography, economic, political and social institutions, traditions, and values of the United States as expressed in both their unity and diversity.
4) An understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions and values.
5) Critical attitudes and analytical perspectives appropriate to analysis of the human condition." (*Charting a Course* 1989, 6).

Principles of Social Studies

As previously discussed, social studies is a broad discipline encompassing all phases of social interaction. Key principles of social studies are organized into fields, each focusing on various means of interaction from differing perspectives of time and place. Although the fields of social studies overlap, the following list serves as a valid framework for organizing fundamental principles of social studies:

- history – *History* is the branch of knowledge dealing with past events; it is the record of interrelationships and events at various points in time. The study of local, national, and world history provides insight into ways humankind has dealt with change, insight into the development of values and ideals that shape societies, and insight into the distinct values that form the foundation of our democracy. Such insight forms a frame of reference for developing democratic values, for dealing with current and future change, and for participatory citizenship.
- geography – If history is the branch of social studies dealing most directly with time, geography is the branch dealing most directly with place. *Geography* is the study of the spatial relationships of one's environment; it is concerned with location and arrangement of places, with the topography of the earth, and with the interactions of physical geography and humans. Geography has strong links with earth science as it attempts to define relationships between humans and the world around them.
- economics – A key reason individuals organize into groups is to manage survival more efficiently and effectively in a world of scarce resources. *Economics* is the study of the production, distribution, and consumption

of goods and services, or *wealth*, within a social group. The understanding of economic theories, systems, and processes is central to responsible decision making as group citizens.

- political science (government and politics) – In order to meet common needs, communities have formed common rules and *governments*, structures authorized to administer common rules and affairs and to prevent chaos. *Political science* is the field of social studies concerned with government, politics, and processes related to societal authority. Analysis of different governments and political systems, both ancient and modern, builds understanding of the American political system and other existing systems. A key goal of political science study is educating citizens to be politically informed and active.
- psychology – *Psychology* is the study of human behavior. This behavioral science is built on research using scientific methods to explain such human functioning as behavior, mental processes, and personality development.
- sociology – Another behavioral science is *sociology*, the study of human society. Sociology focuses on the formation and functioning of human groups, including those beliefs and values that direct them.
- anthropology – The social science called *anthropology* traces the origins and development of physical characteristics, cultural patterns, and social customs and beliefs of humankind. Specific groups at various times and places are studied for the purpose of explaining differences in groups of people. *Archaeology*, the study of artifacts and other material remains of groups, provides valuable data regarding the lifestyles of past cultures.

Current concepts and skills deemed essential for competence in social studies in the above fields are included in Table 1. These fundamental principles reflect those approved by the Texas State Board of Education and the National Commission on Social Studies in the Schools.

Much thought was given to the scope of material to be included in support of concepts relating to Texas, United States, and world history. Although the history of past societies is essential to social studies curriculum, it is not the task of the vocational teacher to teach this total scope to students. However, reducing the scope of history could only be done arbitrarily since relevant ties with home economics can be found within any period of history. For example, the family has been the basic unit of society; its primary purpose and structure–whether nuclear, extended, or other–has varied with structure and needs of specific societies. Civilizations and societies each developed unique means to provide housing, food, and clothing; care for children and elders; meet health needs; and otherwise manage available resources. Interesting lessons and applications relevant to modern family and social structure can be found within any of these societies. An attempt was therefore made to overview, in condensed form, a broad historical scope in order to provide a broad array of options. Each teacher is encouraged to scan historical overviews and narrow the focus, selecting the section(s) most appropriate for reinforcement in light of current content and student needs.

Reinforcing Social Studies Principles in Home Economics

The disciplines of home economics and social studies are closely interrelated, sharing many common bases. Historical concepts can be applied to home economics in ways discussed in the preceding paragraph. Child development and family life draw strongly on principles of sociology and psychology. Sociological trends related to family structure, aging population, and changing demographics of the work force directly impact home economics content relating to personal and family life and management of multiple roles for work and family life. Housing, food science and nutrition, and apparel and textiles can each be studied in relation to geography, historical and cultural influence, and economics. Consumer economics and management courses bring economic principles into a relevant, daily decision-making context and afford opportunities for expansion to global implications in industries related to housing, food, apparel and textiles, and health.

Many additional opportunities for reinforcing social studies principles in home economics instruction are given in Tables 2 through 8. These tables provide an explanation and overview of each principle outlined in Table 1 and then generate examples for applying specific social studies content to home economics. Home economics educators will find that many social studies principles are already being reinforced quite well in existing home economics curriculum; however, reviewing the various social studies principles should generate additional ideas for enhancing the citizenship and social studies education of students through integration of academic and vocational content.

Social Studies Concepts and Skills

Utilize basic economic concepts in decision making.
- Apply basic economic principles.
- Differentiate between comparative economic systems.
- Explain the circular flow of the economy.
- Use economics information as a basis for responsible personal and family financial planning.

Apply basic concepts of Texas history.
- Cite events related to the early settlement of Texas through annexation as a state.
- Describe key events in Texas history from 1840 to the present.

Apply basic concepts of United States history.
- Comprehend the events that led to the colonization, independence, and expansion of the United States.
- Identify the major events of the Civil War and United States industrialization.
- Describe the domestic and international affairs of 20th century America.

Apply basic concepts of world history.
- Explain the influence of ancient and classical civilizations.
- Trace the historical development of Western civilization.
- State the causes and effects of World Wars I and II.
- Describe the global effects of Soviet expansion, the cold war, and the demise of the U.S.S.R.
- Explain the effects of Middle East tensions on the global community.
- Summarize the historical development of India, China, and Japan.
- Relate the historical development of Africa to challenges facing African nations.
- Describe the historical heritage of Latin America and current challenges.

Describe basic concepts of government and politics.
- State the basic purpose of government.
- Identify key similarities and differences of comparative political systems and positions.
- Develop a knowledge of important United States political documents and their effect on United States government.
- Describe the basic structure of the United States government.

Identify basic principles of geography.
- Define basic geographical terms and concepts.
- Identify the major determinants of climate around the world.
- Differentiate between various climate and vegetation patterns of the world.
- Cite examples of worldwide cultural similarities and differences explained in cultural geography.

Understand basic principles of psychology, sociology, and anthropology.
- Differentiate between the social sciences of sociology, psychology, and anthropology.
- Explain key concepts related to sociology.
- Identify research tools and techniques used in sociology and psychology.
- Apply various theories of human growth, development, and behavior.
- Identify factors promoting mental health, symptoms of personality disorders, and intervention resources.

Table 1

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
Apply basic economic principles.	**Explanation** • Basic terminology associated with economics includes the following: – *Economics* is the study of how human systems manage survival in a world of scarce resources. – *Scarcity* is a condition that results from unlimited human desires for limited economic resources. – *Resources* are human and nonhuman elements used to make goods and services that are consumed for pleasure or survival. Resources are transformed into goods and services through the four factors of production: land, labor, capital, and entrepreneurship. – *Land* is any natural resource such as soil, a river, a mineral, or a forest. – *Labor* is physical or mental human effort applied toward production. – *Capital* is any product used to make other products. Money is the most common form of capital. – *Entrepreneurship* is the act of transforming land, labor, and capital into goods and services by combining them in a productive way. – *Supply* refers to the amount of product available to consumers. *Demand* is the amount of product desired by consumers. The interaction between supply and demand in the marketplace affects price. When demand exceeds supply, price tends to rise; when supply is greater than demand, price tends to decrease. Individuals have preferences and choose various options or alternatives based on personal priorities. An individual, when choosing one option over others, gives up other options in return. Because one cannot choose all options at the same time, trade-offs are made dependent upon one's priorities. An *opportunity cost* , or *real cost*, is the cost of the loss of an alternative option that could have been secured with the same resources. Economists believe that individuals always choose alternatives they expect will yield the highest *profit*, the total amount of rewards or benefits an individual receives minus the costs of obtaining it. Because contemporary life makes it almost impossible for people to satisfy their most basic needs alone, they organize communities to help themselves survive more effectively and efficiently through specialization and division of labor. This specialization and division of labor create interdependency within a community.

Table 2

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
	Ideally, when individuals work to produce different goods and services, these goods and services are then traded to members of the community for other goods and services. Since it is difficult to trade using only goods and services, most nations use money as a medium of exchange. Those who generate and sell goods and services are called *producers*, and those who buy and use goods and services are called *consumers*. **Example** • As home economics students understand the basic purposes of economic systems, they will be more prepared to meet the challenges that await them as members of their own society's economic system. Make students aware of basic economic terminology and principles and help students identify examples of terms such as capital, resources, law of supply, law of demand, and scarcity. When an example arises during a lesson, provide reinforcement by pointing out and accurately labeling the economic principle or term. Have students apply principles of supply and demand in explaining fluctuations in the following: – the price of gasoline – the price of housing, child care, apparel, or food – interest rates – effort required in finding a job or an employee – wages Help students identify various opportunity costs they encounter in their lives. For example, if Karen were offered a job after high school at a local interior design company, one of the opportunity costs of this choice might be the inability to use this time to further her formal education at a university or college. Point out to students the value of thoroughly thinking through decisions before they are made and the importance of computing the opportunity costs for each potential choice. Additional concepts of scarcity, resource management, land, labor, and capital are directly applicable to home economics content in consumer economics and management.
Differentiate between comparative economic systems.	**Explanation** • An *economic system* is the method used to decide how to best utilize a nation's scarce resources. Economic systems answer three basic economic questions differently: what, how, and for whom should

Table 2 – continued

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
	goods and services be produced and distributed. The two primary types of economic systems are as follows: – A *command economy* is an economic system in which the three basic economic questions are answered by one central government. For example, during the communist reign in the Soviet Union, government economic officials stipulated the number of cars produced, the number of laborers who would produce them, and the amount of money required from those who wished to own them. Communism and some forms of socialism are based on command principles. Many countries use this economic system to equalize the wealth of the country. – A *market economy* is an economic system in which self-interest in the marketplace, not government, determines the answers to the three basic economic questions. What goods and services are produced, how they are produced, and for whom they are produced are determined by the interaction of supply and demand. Countries that use market principles believe that as individuals act in their own economic interests, they also serve the economic interests of others. Refer to Teaching Aid 1, Market Economy. • The United States economy is not a pure market economy. Out of necessity, the United States economy has built in some characteristics of a command economy. This type of economic system is properly termed a *mixed free-enterprise economy* and has the following characteristics: – individual freedom to make choices This freedom allows each citizen to decide whether, what, how, where, and when to produce, without coercion or excessive government regulation. This freedom is often referred to as *free enterprise.* In addition to free enterprise, individuals in a market economy are free to decide what jobs to take, what salaries to accept, and what goods and services to purchase. – economic incentives that guide economic decisions *Economic incentives* are market profits and losses that encourage individuals to act in their own best interests. Economic activity is enhanced by this self-interest since it is not in one's best interest to make a product that no one will buy or purchase a product that is worthless. Exchanges are made only when both buyer and seller will benefit.

Table 2 – continued

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
	– competition through which choices are expressed In a market economy, people express their needs and wants to producers through the purchases they make. By purchasing or not purchasing a product, consumers communicate to producers whether a product is desirable. On the basis of expressed desirability and economic incentives, producers decide how much of the product to produce or whether to produce it in the future. Because it is in producers' best interests for individuals to buy their products, they often compete with one another for consumers' business. Three advantages of market competition are variety, high quality, and low prices. – rights and responsibilities of consumers Rights of the consumer include the right to be informed with truthful information, to choose according to personal preference, to be heard, and to be safe. Responsibilities of the consumer include the responsibility to gather information, to compare and choose wisely, to be fair in complaining and contacting consumer agencies, to use products safely, to follow directions, and to report hazards. Because producers sell only what consumers are willing to buy, ultimate economic responsibility lies with consumers. For this reason, it is essential that consumers be well informed about products on the market. Because informed consumers encourage the production of superior rather than inferior goods and services, this is perhaps the most important economic right and responsibility of citizens in a market economy. – private and public property In a market economy, property is allotted not only for public use but also for private ownership. If individuals have the resources, they can purchase property and use it for personal living or private gain. – limited government intervention Since a pure market economy has no government intervention, the United States does not qualify as a pure market economy. The United States government establishes and enforces some rules and settles disputes in an effort to provide the necessary framework for free enterprise to function in the best interests of all participants. Although most economists recognize the importance of some government intervention, they debate its proper role in the economy. Since the 1930s, the United States government's involvement in economic affairs has risen significantly. Today, the federal government

Table 2 – continued

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
	places taxes on foreign goods, taxes some domestic goods and services sold to citizens, sets quality standards for some products, loans money, borrows money, and regulates competition for some products. A current debate concerns the extent of government's responsibility for solving such economic problems as poverty, pollution, unemployment, medical care, inflation, and recession. This debate requires citizens to practice decision making considering trade-offs, cost versus benefits, and values involved. **Example** • The world-wide debate continues regarding the merits of various economic systems. Students must understand the differences among economic systems in order to appreciate the benefits of the United States' economic system and fulfill their economic roles in the United States market. Lead students to analyze the impact a change from a market economy to a command economy would have on their family and work lives. For example, the market incentives associated with choosing a career in housing design and marketing would be nonexistent because the central government would determine the profession of each individual and family. Have students investigate other differences in career options between command and market systems. Provide students opportunities to develop skills such as the following: – comparison shopping (price per unit and quality of product) – determination of discounts and mark-ups – comparison of interest rates and investment options – comparison of credit and loan sources – comparison of banking service fees and charges – determination of personal credit history Protecting oneself as a consumer involves applying knowledge of consumer rights as well as consumer responsibilities. Have students relate experiences with unsatisfactory products or services; encourage interviews of others to expand examples. Point out that responsibility for quality of a product or service lies not only with the producer but also with the consumer. Review the responsibilities of consumers. Encourage students to notify the producer or the Better Business Bureau when problems arise with

Table 2 – continued

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
	products. Invite a representative from the Better Business Bureau to speak to the class. Have students research how to contact producers or manufacturers of specific products.
Explain the circular flow of the economy.	**Explanation** • In a market economy, exchange is circular. Resources are transferred from households, to firms, and back to households, as illustrated in Teaching Aid 1, Market Economy. This circulation occurs through the following markets: – The *factor market* includes exchanges from households to business firms. In this market, households sell human and nonhuman resources to firms in exchange for money in the form of salaries or wages, rent, and interest. In this market, households are producers and firms are consumers. Among resources for sale in this market are human time and energy, money (exchanged for stocks and bonds that will yield interest), and land. – In the *product market*, which is more familiar, firms are producers of goods and services that households purchase with the money they receive in the factor market. Firms, households, and government play a part in both of these markets. Government's involvement in the factor market includes borrowing from and taxing firms and paying wages and interest to households. Government's involvement in the product market includes providing services to households and purchasing goods and services from firms. In addition, governments give grants to some firms and pay interest to firms from which they borrow money. **Example** • Assign students to write essays on the roles their families play in the circular flow of the economy. Have students research various government regulations in industries related to home economics (such as housing, professional family and individual counseling, food service, and hotel and resort management and maintenance) and have them discuss the effectiveness of this intervention. Discuss how understanding the circular flow of the economy contributes to financial well-being. Point out the many opportunities for decision making by producers and consumers.

Table 2 – continued

Utilize Basic Economic Concepts in Decision Making	
Concepts	**Explanations and Examples**
Use economic information as a basis for responsible personal and family financial planning.	**Example** • Integrating basic economic principles with home economics content provides students an excellent opportunity to understand the United States economic system and utilize it to their advantage in personal and family financial planning. Have students research ways families adapt to scarcity or participate in the production and consumption of resources. Discuss opportunity costs related to specific financial decisions, such as making a decision to save part of the family income or choosing one investment option over another. Contrast personal and financial planning in command and market economies. Discuss the positive and negative effects of government intervention on individuals and families.

Table 2 – continued

Apply Basic Concepts of Texas History

Concepts	Explanations and Examples
Cite events related to the early settlement of Texas through annexation as a state.	**Explanation** • Prehistoric to Late 1400s The first inhabitants of Texas and North America are believed to have migrated from Asia over a land bridge that existed during the Ice Age. By studying ancient fossils and artifacts, modern archaeologists have been able to determine that these native Americans lived in crude caves and rock shelters as they roamed to hunt game. Through time, the inhabitants of Texas learned to farm, make complex tools and pottery, and live in permanent homes made of wood and stone. These peoples were the only inhabitants of Texas until the invasion of Spain in the 1500s. • Late 1400s to 1840s – Spanish Texas After Columbus arrived in the New World in 1492, Spanish *conquistadores* (conquerors) sailed to the Americas to spread their Roman Catholic religion, to find riches and adventure, and to expand Spain's influence and territory. Despite fierce Indian resistance to Spanish invasion and settlement, Spain was eventually able to settle and colonize Texas through the success of its Catholic missions. By the early 1800s, New Spain had been established in Mexico and parts of Texas. In 1821, however, Spain lost control and possession of Mexico and Texas in the Mexican Revolution. – Colonization of Texas by People from the United States In the 1820s, Stephen F. Austin established a successful colony of American citizens in Texas with the consent of the Mexican government. Pleased with the success of Austin's colony, the Mexican government passed new colonization laws that allowed Texas to be completely open to foreign immigration. By 1831, however, American settlers outnumbered native Mexicans six to one, and the Mexican government became worried that Texas might try to establish its own independence. – Texas Revolution In an effort to assert control over Texas in 1830, the Mexican government attempted to stop all immigration from the United States into Mexico, forbade bringing of new slaves into Texas, sent more soldiers into Texas, and imposed taxes on United States' goods imported to Texas to encourage trade with Mexico and discourage trade with the United States. These actions by the Mexican

Table 3

Apply Basic Concepts of Texas History

Concepts	Explanations and Examples
	government angered Texans. Distrust and misunderstandings on both sides eventually led to small skirmishes between Mexican officials and Texas citizens. On October 2, 1835 a dispute over a brass cannon in Gonzales started the Texas Revolution. After terrible setbacks, such as the defeat at the Alamo and the massacre at Goliad, Texas won the Texas Revolution in a decisive victory at San Jacinto in April, 1836. – Texas as an Independent Nation One month before the Revolution was won, delegates to a convention at Washington-on-the-Brazos drafted a Declaration of Independence and a Constitution that listed complaints against the Mexican government, declared Texas an independent country, and outlined a system of government. In addition, the first president of Texas, David G. Burnet, was elected. Despite financial difficulties, Indian wars, and continuing conflicts with Mexico, Texas remained an independent country for almost ten years before being annexed by the United States in 1845. During this time, revolutionary hero Sam Houston served two terms as president, the capital city was moved from Columbia to Houston to Waterloo (now named Austin), the population and economy grew tremendously, and Mexico finally offered to recognize Texas as a nation with the condition that Texans reject annexation by the United States. – Annexation Between 1830 and 1844 the annexation of Texas was hotly debated in the United States and Texas. Congress as a whole was wary of admitting Texas for fear of provoking a war with Mexico, and northern Congressmen were wary of admitting a new state that would endorse slavery. Although most Texans were in favor of annexation, some preferred to remain an independent republic. Despite these concerns, support for annexation grew, and Texas became the twenty-eighth state of the United States of America on December 29, 1845. During the next ten years, Texas grew dramatically as people from all over the United States settled the new area. – United States/Mexican War In May of 1846, the United States and Mexico declared war against each other in a dispute over the Texas/Mexican border. Mexico claimed that the southern boundary of Texas was the Nueces River,

Table 3 – continued

Apply Basic Concepts of Texas History

Concepts	Explanations and Examples
	and the United States and Texas claimed the Rio Grande as the southern border. Despite many Americans' opposition to the war, the United States was victorious after capturing Mexico City in March, 1847. The Treaty of Guadalupe Hidalgo formally ended the war, and Mexico recognized Texas as a United States state with the Rio Grande as its southern border. Mexico also agreed to cede its northern territories to the United States for $15 million; these territories include California, Nevada, Utah, and parts of Arizona, New Mexico, Colorado, and Wyoming. Finally, the Mexican government agreed to pay $3.25 million in claims for damage done to American property during past wars.
Describe key events in Texas history from 1840 to the present.	• Civil War One of the issues of the Texas Revolution concerned Texans' right to hold slaves. According to many Texans, the slavery system supported and maintained the Texas economy and could not be abolished without financially ruining the state. Although many Texas citizens opposed slavery, Texas entered the Union in 1845 as a slave state. When differences between the North and the South erupted in Civil War in 1861, Texas joined the Confederacy and united with the other Southern states in seceding from the Union. Although never invaded, Texas contributed greatly to the Confederate fighting forces, and a number of battles were fought on Texas land. When the South surrendered in April 1865, twenty-thousand Texans had been killed. The process of Texas reconstruction took almost fifteen years. Slaves had to be freed, a new Constitution written, and new state officials elected. • Indian Wars Immigration into Texas continued after annexation; as settlers pushed further into Indian lands, hostilities between the settlers and Indians escalated. In 1845, conflicts were briefly diminished when the United States government established two major Indian reservations in Texas. However, conflicts soon resumed, and the United States government decided to move the Texas Indians to Indian Territory in Oklahoma. The wars with the Indians gradually ceased around 1880 when Indian populations diminished as a result of numerous United States military attacks, destruction of the buffalo, and disease and starvation.

Table 3 – continued

Apply Basic Concepts of Texas History	
Concepts	**Explanations and Examples**
	- Industry With the introduction of the railroad into western Texas, the traditional Indian way of life and the Texas frontier gradually came to a close. Cattle and agricultural products that had been grown for personal, local use by settlers were now transported by rail to markets in different areas of the country. The oil boom at the turn of the century took the Texas economy to new heights as major companies like Gulf and Texaco were formed. The resulting rise in industry contributed to the growth of the Texas population. Today, Texas is the third most populated state in the United States and leads the nation in the production of energy, despite a setback in the 1980s due to falling oil prices. Texas is also a leader in the production of cattle, sheep, cotton, and grain sorghums. **Example** • Lead housing students to discuss the influence of the Spanish people and American Indians on southwestern architecture and interior design; include the significance of the architectural style of Spanish missions. Identify Indian motifs that are still present in contemporary designs. Have students investigate the role Texas cotton plays in clothing and textiles. Discuss the wearing of buckskin before the invention of cotton cloth and why cotton was preferred over buckskin and how it was developed. Discuss the clothing of Texas peoples as it varied according to circumstance and function. For example, why did the clothing of Indian women differ significantly from that of women of European descent? Assign students to research food choices and preferences of peoples of various eras in Texas. For example, what was the mainstay of the American Indians for hundreds of years? What foods did the Spaniards bring with them when they came from Europe? What did Texans of the colonial era eat? Have students analyze the nutritional value of these various foods and discuss their influence on contemporary food choices. To facilitate understanding of cultural differences, lead students in exploring the historical backgrounds of the diverse groups of people that comprise Texas' population today. Emphasize ways this rich cultural diversity strengthens Texas as a whole.

Table 3 – continued

<table>
<tr><th colspan="2">Apply Basic Concepts of United States History</th></tr>
<tr><th>Concepts</th><th>Explanations and Examples</th></tr>
<tr><td>Comprehend the events that led to the colonization, independence, and expansion of the United States.</td><td>Explanation
• Discovery of America
Following the Christian Crusades of the 1400s, Europe began heavy trading with the Indies through powerful Italian merchants who monopolized the market and demanded high prices for goods brought from Middle Eastern and Eastern countries. In an effort to bypass Italian middlemen, the European countries of Spain, Portugal, England, and France sent explorers to find new direct trade routes between Europe and the Indies. One such explorer, Christopher Columbus, persuaded Spain that the Indies could be reached by sailing around the globe to the west instead of to the east. In 1492, Christopher Columbus landed on the island of Hispanola. Believing he had reached the Indies, Columbus called the friendly and hospitable native American inhabitants of this new land "Indians."
• European Settlement of North and South America
In 1513, Vasco Nuñez de Balboa led an expedition in search of a country "flowing with gold"; by discovering the Pacific Ocean, he confirmed that Columbus had in fact discovered a new continent. This news motivated European nations to send further expeditions. Although Portugal, England, and France were primarily interested in finding a water passage to Asia, Spain was interested in conquering the Americas and taking the wealth of its peoples back to Spain. In 1519, Hernando Cortez, a Spanish conquistador, destroyed the wealthy Aztec nation and claimed Mexico for Spain. The other three European countries eventually established colonies in the Americas, some with the cooperation and some with the opposition of the natives. Portugal took possession of present-day Brazil; France claimed lands near the St. Lawrence River, the Great Lakes, and Louisiana; and the Netherlands and Sweden established small colonies in and near present-day Delaware.
The English established colonies on the eastern coast of North America in the 1600s. Some English citizens who settled the new world were backed by fortune-seeking trading companies that were granted large land charters by the King. Others settled the new land to escape extreme debt or the religious persecution of the Church of England. After a long period of disease, starvation, and death, thirteen colonies finally began to prosper by exporting such products as tobacco,</td></tr>
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Table 4

Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	grain, fish, lumber, and furs to England. Although equality and the freedoms of religion, speech, and assembly were greater in the colonies than in any European nation of the time, many rights were denied to black slaves and women, and England still maintained tight political control over colonial laws and courts. • American Revolution In 1754, England, the colonies, and their Indian allies waged the expensive French-Indian War with France and its Indian allies. The war was fought to break the French influence and control over French-Canadian settlements in North America. England won the war but incurred heavy economic losses in doing so. Believing that the colonists should bear a large cost of the war, Parliament passed a series of money-raising acts that imposed heavy taxes on imported goods. In addition, Parliament required the colonists to provide British troops stationed in the colonies with food, shelter, and supplies. The colonists united against this violation of their rights by boycotting British imports and angrily petitioning Parliament. Hostilities between England and the colonies continued to mount (through the Stamp Act riots, the Boston Massacre, the Boston Tea Party, the assembly of the Continental Congresses, and the Declaration of Independence) until a full-fledged Revolutionary War broke out under the command of Virginian General George Washington in 1775. After the colonists enlisted the military support of their French and Spanish allies, the fighting ended in an American victory in 1781. • United States Government After the Revolution, the colonies renamed themselves "states" and established thirteen state governments consisting of legislative, executive, and judiciary branches. In 1781, these individual states approved the *Articles of Confederation*, a document uniting them under one central government specifically designed to be limited in its powers over the states. Central to the debate over the power of the central government was the possibility of tyranny if the government was too strong or chaos if the government was too weak. In 1787, delegates to the Constitutional Convention, dismayed by the powerlessness of the confederate government to raise money for itself, to standardize American currency, and to intervene in interstate quarrels, drafted the Constitution of

Table 4 – continued

Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	the United States. The Constitution was designed to strengthen the central government enough to prevent chaos and disunion while still reserving power for the individual states to govern themselves. States, wary of the unchecked power of the central government under the Constitution, ratified the document in 1788 on condition that a bill of rights would be added in 1791. • The War of 1812 Between 1793 and the early 1800s, England and France had been at war, each trying to enlist the military aid of the United States. Presidents Washington, Adams, and Jefferson, anxious to avoid another war, managed to maintain United States neutrality during their presidencies. The United States was eventually brought into the war under President Madison when American merchant ships at sea were seized by the British Royal Navy in Britain's attempt to cut off imports to France. The war ended in 1814 in a peace treaty requested by both Britain and the United States. • United States Expansionism Between 1803 and 1853, the United States expanded its territories from coast to coast. In 1803, France sold the Louisiana Territory to the United States for $15 million in an effort to keep the territory out of British hands. This *Louisiana Purchase* doubled the size of the United States. In 1819, Spain ceded Florida to the United States in return for a United States promise to give up claim to Texas, considered at the time to be part of the Louisiana Territory. By this time Spain had lost control of its once large empire in the Americas and began enlisting the help of several European nations to crush the revolutions that were overthrowing Spanish colonial rule. In 1823, wary of further European interference in the Americas, President James Monroe warned all of Europe to stay out of the political affairs of the Western Hemisphere, stating that further interference would be considered a threat to peace. In return, the United States agreed not to interfere with European affairs or with existing European colonies on the American continents. This policy later came to be known as the *Monroe Doctrine.* Since the United States was growing so rapidly in size, new communication and transportation technology was needed to link all of its territories. During this expansion period, a network of telegraph lines, roads,

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Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	rivers, and railroad tracks were developed to transport goods and relay information to settlers pushing further west. By the 1840s many United States families had settled in Oregon, and many people believed that the nation's *Manifest Destiny* (the official doctrine stating that the territorial expansion of the United States was its obvious destiny) was to span the Northern American continent. Indeed, Texas was annexed in 1845, and in 1846 the British relinquished the Oregon Country to the United States. By 1850, the United States had been granted by Mexico (after a United States/Mexican war in 1846 over a Texas boundary line) possession of the lands of California, New Mexico, Arizona, Utah, Nevada and parts of Wyoming and Colorado. Continual westward expansion incited violent resistance from Native Americans, who defended the land of their heritage as it was slowly but surely taken from them. These United States/ Indian wars did not cease until the 1880s when the last tribes surrendered and were escorted to reservations. **Example** • The voyages of Columbus and subsequent European explorations generated many exchanges between the Eastern and Western Hemispheres. Assign students to relate these exchanges to various home economics content areas. For example, the Americas provided many foods that became popular in Europe and Africa, such as potatoes, peanuts, and chocolate; cattle, rice, and sheep were brought to the Americas. Similar exchanges relate to textiles and apparel, housing, and interior design. The influence of the colonial era on housing styles is still present in the United States; in housing design courses, discuss the history of such housing styles as Spanish, Dutch Colonial, Adobe, Log Cabin, Mansard, French Provincial, Cape Cod, Saltbox, Georgian, and Garrison. Include in this discussion information regarding the political and social events that accompanied the housing styles. Note the geographical location of many of these home styles and their relation to imperial settlements in the Americas. Consumer economics courses might integrate information about the events that led to the Revolutionary War and the War of 1812 by discussing the importance of the import/export trade to the American economy. Discuss negative and positive effects of

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Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	taxes and tariffs on imported items and discuss the ability of the government to place taxes or tariffs on exported goods. Analyze how import and export regulations might affect the United States' economy. Point out to students that these effects were important enough to go to war over in 1775 and 1812. In food science and nutrition courses, have students research the various items that are imported to and exported from the United States each day and the nutritional value of these foods. The United States government is much stronger under the Constitution than it was under the Articles of Confederation. This central strength has contributed to unity, standardization, and conformity across the entire nation. Have students explain the benefits to American families of similar food prices, similar housing and clothing styles, similar standards of living, and similar economics in all sectors of the country. In studies of life management and consumer economics, discuss the necessity and function of taxes. Have students research the problems encountered by the United States government under the Articles of Confederation when it did not have the power to collect taxes. Have individual and family life students compare and contrast contemporary family life with the lives of historical American families. They might investigate differences and similarities in recreation preferences, work patterns, family time, sibling relationships, or food preparation techniques of families from different eras. Students might also research effects of transportation and communication inventions upon industries related to home economics. For example, investigate how the industries of food production and clothing retail and design were changed by the invention of railroads and steamships.
Identify the major events of the Civil War and United States' industrialization.	**Explanation** • Slavery, Civil War, and Reconstruction Slavery had been an issue in the colonies since the first slave was brought from Africa in 1619. Many citizens were bothered by the inconsistency of saying "all men are created equal" while denying "certain inalienable rights" to a race of people. The issue came to full boil in the 1850s when the southern states attempted to secede from the Union in rebellion against political pressure to abolish slavery, which

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Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	was vital to the South's agricultural economy. During the civil war that ensued, President Abraham Lincoln issued the *Emancipation Proclamation* that declared the freedom of all slaves and gave Union soldiers a boost in morale, enabling them to fight for a traditional American value, freedom. After five years of war, which annihilated the southern economy by destroying most southern plantations, cities, businesses, and banks, forces under the command of Union General Ulysses S. Grant finally reached Richmond, Virginia, which lead to subsequent surrender by Confederate General Robert E. Lee. With the South in ruins, political attention turned toward reunification of the South and the problems created by the official abolition of slavery, formalized by the Thirteenth Amendment of the Constitution. To reunify the nation while still maintaining a fair amount of control over southern politics, Congress drafted the Fourteenth Amendment (the Civil Rights Act) and allowed no state to return to the Union until it ratified the amendment. Although most Confederate officers were pardoned for their actions against the Union, Congress passed laws restricting them from holding major political state offices. To assist the thousands of African-American men and women who could not find work after being freed, Congress established the Freedmen's Bureau in 1866 that provided freed slaves with food and schools. Although black men and women were free, they continued to face severe discrimination and persecution. • United States' Industrialization The years between 1865 and 1900 were marked by a rise in industry, immigration, and corruption. As the American frontier began to fade due to its rail linkage to the east, traditional agrarian Americans turned their attention toward the profits of industry. Waves of immigrants from China and Northern Europe streamed into the United States, willing to work twelve-hour days for very low wages. Between 1890 and 1910, massive immigration from southern and eastern Europe occurred. Industrialization expanded the United States' economy enormously, but it created dangerous and unhealthy living and working conditions. Men, women, and children often labored together in dingy factories with dangerous machines,

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<tr><th>Concepts</th><th>Explanations and Examples</th></tr>
<tr><td></td><td>only to return home to cramped, unsanitary tenements littered with garbage and sewage.

<i>Social Darwinism</i>, the philosophy of "survival of the fittest," provided rationale for creation of monopolies and trusts that built the large personal fortunes of such individuals as John D. Rockefeller in oil, Cornelius Vanderbilt in railroads, Andrew Carnegie in steel, and John P. Morgan in banking. The passage of the Sherman Antitrust Act, aimed at breaking up large monopolies, signified a new role for government–that of economic regulation. Government corruption and scandal weakened citizens' faith in local, state, and national politicians after the nation learned of the practices of Jay Gould (who bribed politicians into legalizing his fake railroad stock), William Marcy Tweed (boss of the New York city "Tweed Ring" that pilfered the city treasury of at least $75 million), and many others. Many such problems were alleviated during the Progressive Era between the 1890s and the 1920s, when political corruption was diminished, labor conditions bettered, and women's suffrage won women the right to vote. The Federal Trade Commission was formed to investigate unfair methods of competition and to regulate advertising; the Child Labor Law was introduced to set standards for hiring of children in certain industries; and Federal law forbade the manufacture and sale of alcoholic beverages during the period of Prohibition.

Example
• The issue of slavery can provide a backdrop for discussing acceptance of and respect for individuals of other cultures and reasons why such acceptance has not always been practiced. For example, slaves provided needed services, and those accustomed to those services were unwilling or unable to see alternatives; personal needs and wants blinded them to needs of individual slaves. Have students identify ways individuals are similarly prone to put self-interests above the needs of others and list suggestions to avoid doing so. Provide copies of the thirteenth, fourteenth, and fifteenth amendments to the United States Constitution and assign groups of students to explain each amendment and discuss its effects on women and various cultural groups.

Americans have experienced several wars in the past; lead students to discuss the lifestyle of American</td></tr>
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Apply Basic Concepts of United States History

Concepts	Explanations and Examples
	families during war. Assign students to research survival skills associated with enduring a war on one's home soil. Be sure to include information about the survival activities of Southern families during the Civil War when their homes and plantations were destroyed by advancing troops. The policies of the United States government toward the rebel states after the Civil War can prompt discussion of conflict resolution; reconstruction proceeded most quickly where leniency and forgiveness were granted. What implications might this have for resolution of conflicts between individuals and within families? Have students summarize positive and negative effects of United States industrialization on family life, individual and family health, consumer economics, and the world of work. Discuss effects of poor working conditions in many early factories on family life and health; discuss whether similar conditions exist today in the United States or other nations. Note how poor conditions or problems at work affect one's personal and family life and explore the complex relationship between work and family. Have students identify advances made in the housing, food, and apparel industries as a result of industrialization.
Understand the domestic and international affairs of 20th century America	**Explanation** • Events That Led to the United States As a World Power As the United States' economy grew, Americans looked outside the nation's boundaries to export goods. Growing international economic involvement required a larger merchant marine service, which in turn required naval bases around the world and a strong United States navy. The need to protect foreign interests and concern over strong South American navies prompted the United States to build a new steel fleet of naval ships, second only to those of Britain and France, and to seek new territories around the globe for naval bases. This *expansionist* movement fueled the acquisition of Alaska and the Midway Islands in 1867, Hawaii and a Samoan harbor in the late 1890s, the Philippines and Puerto Rico in 1899 (a result of the Spanish-American War in 1898), and the Panama Canal in 1903. The United States had become a world power; this power enabled President Roosevelt to establish the *Roosevelt Corollary* to the Monroe Doctrine, which stated that Europe must stay out of affairs of the Americas and that only the United States could intervene in Latin America.

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Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	• World War I Angry with German destruction of American merchant vessels in Europe and determined to ensure the future safety of democracy, the United States entered World War I in 1917. American troops and American industrial might were key factors in forcing the surrender of Germany and its allies. The *Treaty of Versailles* ended the war on the condition that the European allied forces form a League of Nations that would work to keep peace. Although the League of Nations was proposed by American President Woodrow Wilson, the United States Congress did not approve United States membership because of strong concern that it would limit the ability of the United States to make its own foreign policy. • Prosperity and Poverty The "Roaring Twenties" after the war marked a nationwide economic boom, during which Americans everywhere (except for farmers and disadvantaged groups) seemed to prosper. This prosperity, however, was short lived, as the greatest depression in American history settled over the United States economy after a severe crash of the New York Stock Exchange in 1929. Banks were closed, foreclosures led to abandonment of farmland that turned into a "dust bowl," and factories shut down, resulting in widespread homelessness, starvation, and unemployment for many United States citizens. Roosevelt's *New Deal*, designed to stimulate the United States economy and pull the nation out of the Depression, created massive social and economic programs. Although these programs did not end the Depression (the Depression ended with World War II), their success in relieving poverty helped cement together the philosophy of contemporary liberalism–that the federal government bears responsibility for curing economic and social problems. • World War II Following World War I, a belief in *isolationism* (the idea that the United States should stay out of foreign matters) developed. The Roosevelt Corollary to the Monroe Doctrine was repealed as President Herbert Hoover established his Latin American *Good Neighbor Policy*, which stated that the United States did not have the right to intervene militarily in Latin American affairs. Growing isolationism kept the United States aloof from the war in Europe in the 1930s, where the

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Apply Basic Concepts of United States History

Concepts	Explanations and Examples
	Fascist countries of Germany and Italy eventually united with Japan in an attempt to conquer and occupy parts of Europe, Asia, and Africa. The United States remained neutral until the Japanese attack of Pearl Harbor in December 1941, after which it formed a war alliance with Britain and the Soviet Union. In 1945, the Allies forced the surrender of Germany and Italy. Victory over Japan came three months later after the United States dropped atomic bombs on two Japanese cities. World War II was expensive for the United States; over 400,000 American lives were lost, and massive post-war aid was sent to facilitate reconstruction of countries destroyed in the war. • Post-War Foreign Relations The souring of Soviet-American relations after the war is summarized on page 48. The resulting tension was called the *Cold War* because it did not lead to a direct or "hot" war between the two superpowers. To protect democratic interests, preserve peace, and oppose Communist aggression, the United States entered into world treaties and organizations such as the United Nations (UN), the North Atlantic Treaty Organization (NATO), the Southeast Asia Treaty Organization (SEATO), and the Organization of American States (OAS). Under the *Truman Doctrine*, the policy of the United States to resist the spread of Communism and assist the establishment of democracy, the United States often sent arms, diplomats, or troops to countries that were being infiltrated by Soviet influence, such as the Middle East, China, Hungary, Cuba, Guatemala, the Congo, Laos, and Afghanistan. This resulted in United States participation in a number of undeclared wars, such as the Korean and Vietnam Wars. • Recent History The last thirty-five years of American history have been marked by extensive political, technological, and social change. The civil rights movement that began in the 1950s sparked desegregation and Affirmative Action legislation in the United States and also prompted debate over world-wide civil rights issues like African apartheid. Vietnam and Watergate created suspicion and mistrust of involved political figures. Remarkable advances have been made in space travel in the two decades since America placed the first man on the moon. The United States made a number of nuclear weapons treaties with foreign

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Apply Basic Concepts of United States History

Concepts	Explanations and Examples
	countries, such as the Strategic Arms Limitations Talks (SALT) and SALT II, and gave up controlling power over the Panama Canal in 1978. Relations with the Soviet Union have improved following Soviet policies of restructuring and openness in the late 1980s and dissolution of centralized Soviet control in the early 1990s as described on page 50. Industry has been highly deregulated, despite the fact that government still plays a major role in the economy. Health care and economic stability are key issues facing citizens and government leaders. American families have made a massive move from city to suburban housing, and the number of women working outside the home is increasing. The United States has moved into a computer and information age. As technology continually advances, concern grows over international environmental issues and the need for conservation and development of alternative sources of energy. **Example** • Domestic and international affairs of 20th century America provide endless opportunities to integrate social studies principles with home economics concepts. Students of consumer economics can benefit from researching the depression era, regulation of business and related legislation protecting consumers, deregulation of business control, and the importance of the import/export balance of trade to the United States economy. Students might identify products related to home economics that are exported and those that are imported, noting entrepreneurial opportunities arising from trade globalization. By analyzing how families adapted to periods of stress in past history, students can identify life skills essential to surviving existing or potential future stressful situations. They might interview individuals to discover strategies utilized by families who weathered the Depression. How did they adapt to unemployment, loss of savings, homelessness, or other challenges faced? During World Wars I and II, when the nation's total resources were directed towards the war effort, how did absence of husband/father affect families? What similar situations require the same flexibility today? Note that absence of large numbers of men initiated the entry of females into occupations that had previously been filled solely by males. What other factors have fostered the continuation and growth of this practice?

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Apply Basic Concepts of United States History	
Concepts	**Explanations and Examples**
	Housing students might research the effects of urbanization and suburbanization on housing choices and costs; energy conservation and use of alternative energy resources are relevant housing topics for exploration. The issue of rising health care costs is important to students of family health, consumer economics, child development, and management; students might collect articles and analyze alternatives proposed by politicians or interview health care providers, employers seeking to provide an employee health care plan, or others involved in the issue. Invite students to consider the effects on child development and family life of current societal trends. What parenting skills are needed to capitalize on positive trends and minimize negative effects? Implications of space age technology and space exploration on housing, food science and nutrition, and textiles and apparel provide opportunities for creative brainstorming; students may also investigate new career options in home economics related to space technology.

Table 4 – continued

Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
Explain the influence of ancient and classical civilizations.	**Explanation** • Prehistoric Peoples The prehistoric period when the earliest people lived on earth is called the *Stone Age* because the use of simple stone tools was critical to existence. During the Old Stone Age, also known as the *Paleolithic* or *Ice Age*, northern parts of North America, Asia, and Europe were covered with glaciers. To protect themselves from the cold, people learned to make clothing from animal skins, using bone needles and buttons that have since been found by archaeologists. People were *nomadic*, moving around to obtain food by fishing, hunting, and gathering wild plants. They developed spoken languages, made colorful cave paintings, learned to use fire, and improved their tools and weapons as time progressed. The Paleolithic Age lasted from over a million years ago until around 8,000 B.C. The New Stone Age, or *Neolithic Age*, began when the warming climate melted the Ice Age glaciers around 8,000 B.C. and ended with the beginning of civilization around 3,500 B.C. During this age, people began to farm and tame animals, inventing new tools for farming and plowing. Weaving was invented, and the making of clothes from wool and flax decreased the need to kill animals for skins. The wheel and sail were invented, and pottery was made to store extra food. As some people abandoned the nomadic life to settle in farming villages, specialized occupations emerged. • Earliest Civilizations The earliest civilizations developed along major rivers in the Middle East, Africa, and Asia. The ancient Middle Eastern civilizations were originally founded between the Tigris and Euphrates rivers; peoples of these early civilizations, plagued by frequent wars, included the Sumerians, Assyrians, Babylonians, Persians, Phoenicians, Lydians, Hebrews, and Hittites. Egypt, remembered for its pyramids, mummies, hieroglyphics, and pharaohs, was established as a farming community along the banks of the Nile in North Africa. India and China were originally settled along the banks of the Indus and Yellow rivers, where prosperous farming led to the development of the Shang and Chou Dynasties in China. In the Americas, earliest civilizations arose in the highlands of Mexico and Peru.

Table 5

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Concepts	Explanations and Examples
	These early civilizations were characterized by the growth of villages into cities, which undertook major projects such as construction of common buildings, irrigation systems, defense structures, and temples. Economic and social systems emerged, and means of writing and recordkeeping were developed. Archaeological excavations have shown that early civilizations were well-organized societies that developed agriculture, trade, literature, art, and law. Religion played a strong part in all early civilizations. Most civilizations were *polytheistic*, believing that many gods controlled the forces of life and nature. The Hebrews were unique among early civilizations in practicing *monotheism*, belief in one God. • Classical Civilizations – Ancient Greece The ruggedly mountainous geography of Greece led to development of separate, isolated communities, the more prosperous of which grew into independent *city-states*, basic units of early Greek civilization. Athens, the strongest city-state, became the center of Greek culture. Principles of democracy were founded in Athens by men such as Draco and Salon, and by 500 B.C. Athens was ruled by an assembly of citizens. The Parthenon and other beautiful temples were built, sculptures emphasizing harmony and proportion were carved, and fine pottery was exported. Greek poetry and plays, both comedies and tragedies, were written and presented in outdoor theaters. Great thinkers and philosophers such as Socrates, Plato, and Aristotle promoted the use of reason. Herodotus and Thycydides originated the factual, unbiased recording of history. After Greece came under the dominion of Macedonia, Alexander the Great conquered the Persian empire and spread Greek culture throughout Asia Minor, Egypt, Palestine, Syria, and Persia east to the Indus River. The blend of Grecian with existing cultures resulted in a rich new Hellenistic culture centered at Alexandria, a city founded by Alexander at the mouth of the Nile River. – Rome The Roman Republic, founded in 509 B.C., was initially governed by a Senate composed of wealthy landowners (*patricians*); common people (*plebeians*) gained representation in an Assembly. Rome,

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	which began as a small city-state, expanded through a series of wars to rule Italy and the western Mediterranean by 200 B.C. Expansion brought riches to Rome, but led to sharp class divisions and internal conflicts. Augustus was appointed emperor in 27 B.C., and Rome ceased to be a republic and became an empire. The Roman Empire prospered and enjoyed peace during the ensuing period called the *Pax Romana*, which lasted until 180 A.D. Bloody successions between emperors, internal corruption, civil wars, economic woes, and invasions led to the division of Rome into separate eastern and western empires. The western empire, with Rome as capital, dissipated after a German invasion in 476 A.D. The eastern empire, whose capital was Constantinople, lasted another thousand years as the Byzantine Empire. During the Pax Romana, Roman culture built on Greek ideas. Greco-Roman architecture was ornate, using Greek columns and arches, adding domes, and implementing new techniques and materials such as concrete to build massive structures like the *Colosseum*, a huge arena still standing in Rome. Roman technology led to improvements in roads, arch-supported bridges, and *aqueducts*, pipes that carried water to cities. Great literature, poetry, and historical works were produced. The Latin language became the foundation of many modern languages, with many Latin words remaining in the English language. The Roman system of law is possibly Rome's greatest contribution; law become a common standard of justice, and laws were written down so plebeians as well as patricians could understand them. Justinian's Code of Laws, containing all Roman laws, became the basis of many nations' laws. Religion played an important part in Roman life. Early Romans worshipped many gods at home and in public; many religious festivals and beliefs were adapted from other cultures. Roman mythology closely parallels that of Greece. Christianity, the religion founded in Palestine by Jesus and rooted in Hebrew laws found in the Old Testament of the Bible, was adopted as the official religion of the empire in 395 A.D. Christianity, from the Greek word *Christos* or Messiah, subsequently spread throughout the Greco-Roman world. Bishops were

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Concepts	Explanations and Examples
	appointed to administer the Christian Churches in each territory; the bishop of Rome assumed the title *pope*, father of the Church, generating opposition from other territorial bishops. The extended family formed the basic social unit of Rome, with the father ruling the family. Large families were valued because soldiers were needed to conquer and defend, and farmers needed to settle new lands during the period of Roman expansion. Women had few rights during the early republic but were later allowed some control of property, participation in public functions, and sharing of household decisions. **Example** • Explore with students how basic needs of food, clothing, and shelter were met by prehistoric peoples and inhabitants of ancient and classical civilizations. Note how early discoveries and inventions led to growth of civilization; for example, invention of pottery enabled individuals to store food, and weaving reduced the need to kill animals for hides, which allowed domestication of animals. Discuss how family structure and life changed as humans progressed from nomadic hunters and gatherers to farmers to city dwellers. Lead students to cite other effects of urbanization. Note that the movement of people is a major geographical concept. Civilizations were formed to manage resources more efficiently; have students research changes in housing and home management that resulted, sharing pictures and descriptions of types of housing in various cultures. View examples of Greek and Roman architecture and art, and discuss how they have influenced modern architecture, art, and fashion design.
Trace the historical development of Western civilization.	**Explanation** • Medieval Period in Europe (500-1350 A.D.) Much of the earlier western Roman empire was reunited with support from the Roman Catholic Church under the Frankish king, Charlemagne, around 800 A.D. The kingdom was divided after his death, and years of continual Viking invasions followed. With kings unable to provide protection, nobles were left to defend their own lands. Nobles (*lords*) granted land (*fiefs*) to knights (*vassals*) in return for military service; this arrangement (*feudalism*) became the prominent system of government. Warfare was a

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Concepts	Explanations and Examples
	way of life. Strong, stone castles were built; dark, damp, and cold, castles were designed for protection, not comfort. The manor system evolved as the primary economic system in the ninth and tenth centuries because nobles, concentrating on warfare, depended on peasants to farm their land. A noble's land (*manor*) was farmed by peasants (*serfs*) who were bonded to the land in return for housing and protection. Agricultural improvements made under this system include crop rotation, improved plowing implements, and the windmill and water mill. During the Late Middle Ages in Europe, the Church increased its influence over political affairs. A series of Crusades was conducted against Turks in the *Holy Land*, the part of the world around Palestine where Jesus had lived. Warfare declined within Europe; productivity under the manor system increased, and thriving trade bolstered the growth of towns and commercial centers. The decline of warfare lessened dependence on feudal lords, and increased trade and commerce provided kings with resources to hire professional armies. As a result, monarchies began replacing feudalistic forms of government in many nations. England came to be ruled by a limited monarchy, with input from Parliament. French kings struggled with feudal lords for rule, later uniting France under an efficient system of district rule administered by royal courts. In Germany, emperors gained power over local lords (*dukes*) with the help of the Church, but ensuing power struggles between pope and emperor kept both Italy and Germany from achieving national unity until the late 1800s. Spain, which flourished earlier under Muslim rule, was united with the marriage of Isabella and Ferdinand, the first of Spain's monarchs exercising absolute power. Revival of learning in the Late Middle Ages prompted advances in art, architecture, and literature. Architecture focused on church-related structures such as monasteries, churches, and cathedrals with two main styles emerging. Romanesque architecture utilized the Roman rounded arch, domed roof, and thick walls, resulting in austere, sturdy structures. Later Gothic cathedrals utilized flying buttresses to support the roof and allow thinner, higher walls; tall, pointed arches and large windows characterized exteriors, and interiors were decorated with colorful stained glass and stone sculptures. Literature was written in

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Concepts	Explanations and Examples
	the *vernacular*, or everyday language of the people. Specific languages developed. Latin formed the basis of the Romance languages in France, Spain, Italy, and Portugal. Germany, Scandinavia, and England developed languages of Germanic origin. Universities were established as centers of learning. The Middle Ages ended in the midst of change. Western Europe's medieval society, already in transition from its base of feudalism, was dealt harsh blows by poor harvests in the 1300s and a disastrous epidemic of bubonic plague. The plague, called the Black Death, lasted until the late 1300s and caused the death of approximately one third of the population. • The Byzantine and Ottoman Empires When Rome collapsed in the fifth century, the eastern empire remained intact for another thousand years. The capital Constantinople was built on the ruins of Byzantium, and the empire was called the Byzantine Empire. Byzantine emperors relied on warfare and diplomacy to survive, regaining lands taken by German invaders, warding off invasions by Huns and Slavic peoples, and struggling with Muslims and the Persian Empire. Emperors exercised absolute power over politics, economy, and the Church. The Byzantine emperor did not recognize the pope's authority and assumed personal leadership of the Church within the empire. Clergy members were state officials appointed by the emperor. Religious differences led to a permanent split with the Roman Catholic Church, and the Eastern Orthodox Church was formed with Greek as its language rather than Latin. The Byzantium economy was strong, based on manufacturing and trade; silk manufacturing became a state industry, and Constantinople was a center of world commerce. Byzantium culture reflected Greek, Roman, Christian, and Middle Eastern influences; art and architecture were elaborate blends of various heritages. Roman law was preserved; Emperor Justinian's Code later became the chief source of Roman law in Europe and the Americas, containing such basic principles as presumed innocence until proof of guilt. The Byzantine Empire was conquered by the Ottoman Turks in the 1400s. Constantinople became Istanbul, capital of the Ottoman Empire. Ottoman

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Concepts	**Explanations and Examples**
	Turks practiced the religion and law of Islam, having been converted when they conquered the Islamic empire in the eleventh century. Islam had been founded by Mohammed in Arabia in the seventh century. Believing himself to be a prophet called to proclaim Allah as the one true God, Mohammed taught Muslims to submit their wills to God; *Islam* means submission. Arabs, united by loyalty to Islam, had spread the religion rapidly to a vast empire ruled by *caliphs*, successors to Mohammed. Muslim scholars made great contributions to learning; they wrote about Islamic law, translated ancient works, and studied ancient texts. Mathematicians adopted the Indian decimal system and advanced the study of algebra. They used a blend of architectural designs in building mosques with slender towers (*minarets*). • Renaissance, Reformation, and Exploration This period of transition marked the beginning of modern Europe. The *Renaissance*, a rebirth of interest in the classics of Greece and Rome, began in Italy and spread throughout Europe. It resulted in beautiful art, sculptures, and buildings reflecting classical influence. Great writers of the period benefited from the invention of printing, which revolutionized learning. The extended family began to give way to the nuclear family as more families adapted to living in towns rather than on manors. During the Middle Ages, *Church* meant the organized Roman Catholic Church. Church leadership, weakened by struggles with political leaders in the Late Middle Ages, was challenged by reformers who questioned Church policies and opposed its extravagance. Protesters against the Church became known as *Protestants*; the Protestant Reformation, begun by Martin Luther in Germany, rapidly spread, and soon Europeans were divided into Catholics and Protestants. A period of exploration and expansion, which involved many nations during the 1400s and 1500s, began with the search by Portugal and Spain for new trade routes to India; spices from India were highly valued as food preservatives. Trading stations were set up on the African coast, and Vasco da Gama was the first to reach India by rounding the Cape of Good Hope. Trade with the East expanded to China and Japan, whose fine silk and satin were among items highly in demand. Searching for trade routes via the

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Concepts	Explanations and Examples
	west led to discovery and settlement of the Americas, as described on page 24. While the period of exploration strengthened the economies of participating nations such as Portugal, Spain, France, England, and the Netherlands, it resulted in destruction of native empires such as the Aztec and Inca, brought disease to native inhabitants of Africa and the Americas, and initiated the brutal African slave trade to supply labor for plantations of the West Indies. Monarchal government established in the Late Middle Ages grew more prevalent and powerful as treasuries filled with New World riches. Spain was replaced by France as a dominant power. Prussia and Austria emerged as strong German states. In Eastern Europe, the Ottoman Empire expanded to include parts of Eastern Europe, Asia Minor, the Middle East, and North Africa; although it declined in power, it maintained rule until 1918. Under the Romanov dynasty, Russian czars ruled with absolute power until 1918, expanding the boundaries of Russia westward to include part of Poland and eastward through the northern half of Asia to the Pacific. • Europe's Age of Revolution The *Scientific Revolution* occurred in Europe during the 1500s and 1600s as scholars discarded earth-centered ideas about the universe and adopted the scientific method. Discoveries by astronomers such as Copernicus and Galileo and mathematicians like Newton added to the explosion of knowledge that upset long-held views. Philosophers applied scientific reasoning to human and societal behavior, and the *Enlightenment*, or Age of Reason, was launched. Montesquieu, Voltaire, and Rousseau argued for religious tolerance, freedom of thought, and checks on the power of government. Enlightenment ideas spread throughout Europe, inspiring governmental reforms and revolution. Clashes between English kings and Parliament resulted in civil war that left England a republic (Commonwealth); the monarchy was restored with limits by Parliament, and a cabinet headed by the Prime Minister was appointed to advise the monarch. (The American Revolution is discussed on page 24.) In France, the absolute monarchy was overthrown in 1792 by radicals who executed the king and killed thousands of French in the Reign of Terror. A more

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Concepts	Explanations and Examples
	moderate government, the *Directory*, took control of the French republic in 1795, only to be itself overthrown by Napoleon. As self-proclaimed emperor, Napoleon carried out many reforms and conquered much of Europe for France before his defeat by an alliance of European nations in 1815. • Industrialization, Nationalism, and Imperialism The Industrial Revolution, spurred by Enlightenment discoveries, caused great changes in Great Britain, Europe, and North America. Improved farming methods increased food production and caused rapid population growth that led to demand for manufactured goods such as clothing. New sources of power fueled newly invented machines, resulting in development of the factory system. *Urbanization* (growth of cities) occurred as people flocked to cities to work in factories; unprepared for the influx of people, cities experienced housing, sanitation, and medical problems. Long working hours and the hectic pace of industrial life caused changes in societal values and family life. Labor unions arose to protect workers' rights and improve working conditions. While *laissez faire* (let the people do as they please) economists argued against government control, *Marxists* (followers of Karl Marx) predicted that capitalism would eventually be overturned by workers and a classless society of shared wealth would result. Nationalism was a vital force in Europe in the late 1800s. Italian leaders, influenced by the French Revolution, unified Italy by 1870. Unification of Germany was achieved under the leadership of Bismarck. Nationalism in Eastern Europe was largely responsible for the split of Austria into Austria-Hungary, the break up of the Ottoman Empire, and violent revolts against the czars within Russia. Feelings of extreme nationalism emerged as some groups began to believe that their own nation's prestige took precedence over individual rights; extreme nationalism promoted glorification of military might, increase of *racism* (belief that one's race is superior to others), and spread of *anti-Semitism* (prejudice against Jews). As travel and communication improved and population grew, European nations sought to expand their economic wealth and spread nationalistic ideas to less developed nations. *Imperialism*, domination of

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Concepts	**Explanations and Examples**
	other nations, became a dominant policy between 1870 and 1914. As described on page 59, Africa was carved into colonial empires by various European nations. Colonization and imposition of unequal trade treaties occurred in Southeast Asia, China, and Japan. Great Britain established a vast empire. Growing nationalism in lands under British rule resulted in movement toward self-rule in India, Australia, New Zealand, and Canada; self-rule was not granted in Ireland because of internal violence and concern for safety of Protestants among the Catholic majority. **Example** • Discuss with students how societal structures affect family structure. For instance, extended families were ideal under the manor system, but townspeople were more likely to live in nuclear families. Contrast family life on the manor with family life in towns and compare both to rural and urban family life today. Demand for spices was a driving force behind the search for trade routes with India; have food science and nutrition students research various spices to find their origin and use and discuss why spices used in food preservation were so valued to earlier societies. Have students gather pictures of Romanesque, Gothic, Byzantium, and Renaissance architecture to label and display in a housing class. The Scientific and Industrial Revolutions generated many inventions in the eighteenth through early twentieth centuries related to housing, textiles and apparel, family health, and food science and nutrition; instruct students to research and identify innovations in their area of study. Also note how development of the scientific method and enlightened thinking relates to management, critical thinking, and effective decision making.
State the causes and effects of World Wars I and II.	**Explanation** • World War I Dangerous political forces set the stage for war. Extreme nationalism and imperialism discussed in the preceding section led to military buildups and formation of alliances to protect interests of specific nations. Two rival groups of nations formed in Europe; the *Triple Alliance* consisted of Germany, Austria-Hungary, and Italy, and the *Triple Entente* was composed of France, Russia, and Great Britain. The assassination of Austria-Hungary's heir to the throne in June 1914 by Serbian nationalists led to a series of war

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Concepts	**Explanations and Examples**
	declarations. Austria-Hungary declared war on Serbia, and soon Austria-Hungary and Germany were at war against Russia, France, and Britain. Within six months, most of Europe was involved in World War I. Germany did not achieve its anticipated swift victory, and brutal warfare was fought in trenches on the western front in France as new weaponry such as machine guns, tanks, and poison gas took a deadly toll on soldiers on both sides; approximately ten million soldiers died during the war. Entry of the United States into the war in 1917 turned the tide in favor of the Allies, and the war ended with Germany's signing an *armistice* (halt to fighting) on November 11, 1918. President Woodrow Wilson offered generous terms for a just peace, but European Allies imposed harsh settlements and forced reparation of losses on Germany in the Treaty of Versailles. Separate peace treaties with the remaining Central Powers–Austria, Hungary, the Ottoman Empire, and Bulgaria–resulted in territorial changes. The League of Nations was established to settle disputes between member nations, but the United States did not join due to rising support for *isolationism*, the policy of avoiding foreign entanglements. • The Period Between World Wars I and II In the aftermath of World War I, nations struggled to repair war damage and strengthen their economies. Britain was troubled by economic woes and war in Ireland, which resulted in division into the southern Irish Republic (Catholic) and Northern Ireland (Protestant). France launched a program to rebuild their economy, damaged land, and military fortifications. Germany suffered the worst, and forced reparations caused rampant inflation. Rule under Russian czars ended, and Vladimir Lenin and his followers, called *Bolsheviks* and later *Communists*, took control of the government and established the Soviet Republic. Lenin proclaimed a dictatorship and used terror and deadly force to stamp out opposition. Economic entities were *nationalized* (put under government control), and the government was centralized at the Kremlin in Moscow. The Communist party governed the new Union of Soviet Socialist Republics via the Communist Party's *Politburo* (political office). When Joseph Stalin succeeded Lenin as party leader, he conducted a campaign of terror called the *Great Purge* to eliminate all opponents.

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Concepts	**Explanations and Examples**
	Stalin established total state control over industrialization and agriculture. His Five-Year Plans for industrialization caused shortages and unbearable working conditions; his collective farming policy, whereby small farms were combined into large state units, reduced food production and caused famine. Under Stalin, the Soviet Union became a *totalitarian* state, one in which the government controls every aspect of citizens' lives. Postwar problems and fear of Communism spurred the rise of fascism in Spain, Italy, and Germany. Benito Mussolini, leader of the Italian Fascists, gained power in 1922. Adolph Hitler was granted absolute power by the German *Reichstag* (legislature) in 1933 and swiftly utilized terror and propaganda to turn Germany into a totalitarian state. In Eastern Europe, all nations moved to authoritarian forms of government except Czechoslovakia, which preserved its democratic government. • World War II In 1936, fascist governments of Spain, Italy, and Germany united in a military alliance as the *Axis Powers*, and Hitler broke the Treaty of Versailles by sending German troops into the Rhineland. Strongly desiring to maintain peace, Western powers abided by their policy of *appeasement* (giving in to avoid conflict) and did not respond. Hitler next overtook Czechoslovakia; when he invaded Poland in a lightning war (*blitzkrieg*), Britain and France declared war on Germany and World War II began. Well prepared for war, Germany quickly defeated Denmark, Norway, Belgium, the Netherlands, and Luxembourg. With Italy attacking from the south, France fell when Germans marched into Paris in 1940, and a German puppet government was set up in Vichy, France. To demoralize the British before invading, Germany launched the Battle of Britain, an incessant three-month air bombardment of Great Britain. The British withstood the assault, the British Royal Air Force fought back against German aircraft, and Hitler abandoned invasion plans. By the end of 1940, the Axis Powers controlled all of Western Europe except the neutral nations of Sweden and Switzerland. Germany attacked the Soviet Union, risking a two-front war and devastated the western region of Russia; the Soviets burned everything as they withdrew, leaving

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Concepts	**Explanations and Examples**
	no food or supplies for the advancing German army. Victory of the Soviets at Stalingrad over German troops devastated by cold and exhaustion in the winter of 1942 marked the turning point of the war on the eastern front. Soviet troops began a steady advance westward toward Berlin. The turning point on the western front occurred with entry of the United States into the war. Germany and Italy declared war on the United States in December 1941 after America declared war on Japan, an Axis Power, following the Pearl Harbor attack. (The resulting war in the Pacific is summarized on page 32.) The defeat of German General Rommel at El Alamein, Egypt eventually led to surrender of Axis forces in North Africa in May 1943. North Africa served as a base for the subsequent invasion of Italy. Following the invasion of France on D-Day (June 6, 1944), Allied forces battled toward Germany, supported by fierce air attacks on the German homeland. In April 1945, Allied troops approached Berlin from the west and Soviet troops from the east. Mussolini was killed in Italy, Hitler committed suicide, and Germany surrendered in May, ending the war in Europe. War in the Pacific ended with the surrender of Japan in August 1945. After the war, the full extent of Hitler's policies of terror was uncovered. Political prisoners had been sent to concentration camps (the Soviets had sent Poles to similar camps in the Soviet Union), and people conquered by Germany were sent to forced labor camps; hundreds of thousands died in the camps. Extermination of European Jews, Hitler's "final solution to the Jewish question," was conducted first in mass shootings and finally in death camps, where prisoners were tortured, starved, or murdered in gas chambers. Six million Jews died in the *Holocaust*, the planned destruction of European Jews by the Nazis (members of the German fascist political party) before and during World War II. Surviving Nazi leaders were tried for war crimes in the Nuremberg trials and attempts were made to abolish Nazi influence in Germany. • Postwar Recovery Under the Marshall Plan, the United States provided economic aid to European nations to quicken economic recovery. Cooperation through the Common

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Concepts	**Explanations and Examples**
	Market facilitated prosperity of Western European nations by the 1950s, and West Germany became a leading industrial power. Dictatorships in Western Europe were replaced by more democratic forms of government. The economy of Great Britain struggled, and government leadership switched back and forth from Labour to Conservative parties in attempts to resolve problems. Britain gave up many of its colonies; problems in Ireland grew as terrorist activities were begun by the Irish Republican Army (IRA) against Protestants and British forces. **Example** • Because World Wars I and II were *total wars*, wars in which total resources of nations were directed to the war effort, all aspects of families' lives were affected. Have students interview persons who experienced the war(s) to discover how family life, child bearing and rearing, housing, clothing, and food production and distribution were affected. If possible, include someone who experienced the direct impact of war on their home soil. The results of extreme nationalism, imperialism, Fascism, and the Holocaust provide a historical framework for emphasizing the importance of understanding and accepting cultural differences, which is an important life skill related to personal development. The rise of the Soviet Union as a totalitarian state provides opportunity for contrasting career opportunities and family life in a democracy with those in a totalitarian state; also compare the effects of totalitarianism on resource management, economics, religious practices, production of food and clothing, and individual freedom.
Describe the global effects of Soviet expansion, the cold war, and the demise of the U.S.S.R.	**Explanation** • Faced with rebuilding devastated countries, Allied leaders founded the *United Nations* as an international peacekeeping organization. World peace was immediately threatened by conflicts between wartime allies over the division of Europe. Tension that arose between the emerging superpowers, the Soviet Union and United States, became known as the *cold war.* The Soviet Union established Communist governments in the countries of Eastern Europe that Soviet troops occupied at the end of the war. Poland, Czechoslovakia, Hungary, Rumania, and Bulgaria became Soviet bloc countries. Germany was divided into West Germany, a democracy, and East Germany, a Communist regime; the city of Berlin was likewise

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Concepts	Explanations and Examples
	divided into East Berlin and West Berlin. With Britain and France weakened by the war, the United States took the lead in containing Soviet expansion. In the *Truman Doctrine*, the president stated that the United States would support free peoples resisting Communism forced on the majority. The North Atlantic Treaty Organization (NATO) was formed as a mutual defense pact by Western powers. Much of Southeast Asia had been under European control before World War II; afterwards, turmoil arose between colonial powers, internal nationalist forces, and Communist forces. The Philippines became independent in 1946, but their democratic leadership has faced political corruption, prevalent poverty, and warfare with Communist guerrillas. War erupted between Communist forces in North Vietnam and French forces in South Vietnam in the late 1950s; desire to support the non-Communist government of South Vietnam and fear of Communist victory prompted United States involvement in the Vietnam War until the Paris Peace Accords were signed in 1973. Communist forces ignored the truce and continued attacking until South Vietnam surrendered and Vietnam was united as a Communist dictatorship. Communist rebels also overtook Cambodia and Laos. As many as 1.5 million refugees fled Vietnam, Cambodia, and Laos as a result of the warfare and oppression. Within the U.S.S.R. and countries of the Soviet bloc, Stalin continued totalitarian rule and terrorist policies until he died in 1953. Under his Five-Year Plan and collectivization of farming, economies suffered and resentment rose. His successor, Nikita Khrushchev, denounced Stalin and attempted a policy of peaceful coexistence with the West. However, new tensions arose in the 1960s when the Berlin wall was erected to divide East Berlin from West Berlin, and the *Cuban missile crisis*, a confrontation over shipment of Soviet nuclear missiles to Cuba, brought the United States and Soviets close to war. The United States and the Soviet Union competed in an arms race to build up an arsenal of nuclear weapons and in the space race to achieve superiority in space exploration and technology. Khrushchev was fired by the hard-line Communist party Politburo and replaced by Leonid Brezhnev, who moved back toward Stalin's strict policies and continued the arms race. Mikhail Gorbachev assumed

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Concepts	Explanations and Examples
	leadership in 1985 and strengthened ties with the West, initiating *perestroika* (restructuring) toward democratic reforms and *glasnost* (openness) about events in the Soviet Union. Dissent over Stalin-like terrorism and economic policies led to rebellions within Soviet dominated nations of Eastern Europe. Rebellions in Poland, Hungary, and Czechoslovakia were crushed in the 1950s and 1960s, but continued resistance led to reforms and a move toward democratic governments in the 1980s. In 1989, the Berlin wall was torn down, signalling the end of centralized Soviet domination of the bloc nations. In the early 1990s, the U.S.S.R. was dissolved as its component states began establishing independent governments. Gorbachev lost control when Boris Yeltsin was elected President of Russia, the largest of the new Soviet republics. The transition from one centralized totalitarian government to various forms of separate government has led to economic, political, and social challenges and to internal strife within several former Soviet states. **Example** • Explore with students the effects of the cold war on family life, consumer economics, and career opportunities in both the United States and nations under Soviet control; this would be a good opportunity to collaborate with a social studies class. For example, a larger defense budget created more military-related jobs. The need for expanded technology generated new jobs and consumer products. The fear of nuclear war permeated family life, and family housing often included bomb shelters. Also project the effects of the apparent crumbling of Soviet domination. What global opportunities might be available in fields related to home economics? Consider the effects of the arms and space races. The topic of space exploration opens exciting opportunities for creativity as students might describe family life in space, design clothing and housing for space travel, and analyze ways to meet food and nutritional needs. Students might begin by researching United States and Soviet space projects that have been undertaken and examine food, clothing, and living arrangements already tested on space voyages.

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
Explain the effects of Middle East tensions on the global community.	**Explanation** • Since the breakup of the Ottoman Empire after World War I, nationalism and desire for economic development, often tied to oil interests, have shaped relations and caused political unrest among Middle Eastern countries. Persia, renamed Iran, attempted to modernize under the pro-Western rule of the shahs, who were ousted by anti-Western Islamic fundamentalists. Fearing spread of Islamic extremism, Saddam Hussein (president of Iraq) ordered Iraq to attack Iran in 1980; the Iran-Iraq War lasted until a cease-fire in 1988. Under Hussein, Iraq attacked the oil-rich country of Kuwait in 1990. In 1991, Iraq was defeated in the Persian Gulf War by United Nations forces led by the United States, and Iraq was forced to withdraw from Kuwait. Middle Eastern alliances have shifted with conditions; Libya, Syria, and Iraq are more extremist and hostile to the United States and Israel, while Saudi Arabia, Jordan, and Egypt have friendlier relations with the United States. Another source of tension in the Middle East is the dispute between Arabs and Israelis. After World War II, the United Nations recommended division of Palestine into two states, Arab and Jewish, and the Jewish state of Israel was created. Arabs opposed the action and refused to recognize Israel, and as soon as British forces withdrew, five Arab nations attacked Israel. In the resulting war, Israel held on to its land and added much of the territory originally assigned to the Arab Palestinians. The war was the first of several between 1948 and the present. As the result of a peace agreement in 1978, Israel returned the Sinai Peninsula, but the West Bank and Gaza Strip in Palestine remain in dispute. Arab Palestinians, left homeless by the war, either remained in Israeli-occupied lands or lived in refugee camps in other Arab nations. The *Palestine Liberation Organization* (*PLO*) was created to represent Palestine efforts to destroy Israel and create an independent Palestinian state. Expelled from Jordan, the PLO set up a base in southern Lebanon from which terrorist activities were launched against Israel and its supporters. Efforts to achieve peaceful settlement of the Palestinian question continue. **Example** • Oil interests, nationalism, and religion have been driving forces in Middle Eastern affairs. Lead students

Table 5 – continued

Apply Basic Concepts of World History

Concepts	Explanations and Examples
	in analyzing ways petroleum products are utilized in areas related to home economics; examples include energy for home use, lubricants for machines in apparel and food production, agricultural products, plastic and textiles, detergents and cleaning fluids, and transportation. Discuss ways to conserve or use alternate resources to reduce dependence on foreign oil. Assign students to research and describe cultural practices in each of the modern Middle Eastern nations. Include information on basic family units, religious practices, social status of women and children, common vocations, housing, clothing, and food; include pictures if available and sample Middle Eastern cuisine. Point out that refugees from countries experiencing conflict often come to the United States, contributing to the cultural diversity of this nation.
Summarize the historical development of India, China, and Japan.	**Explanation** • India The Aryans replaced the earliest Indus Valley civilization around 1500 B.C. Aryan tribes united to form small kingdoms; the Magadha, Maurya, and Gupta empires ruled northern India in succession between 600 B.C. and 500 A.D. After the Huns invaded northern India, rule returned to small, independent kingdoms for nearly one thousand years. Indian civilization was shaped by two systems of religious beliefs. Aryan beliefs in many gods of nature evolved into *Hinduism*, which teaches that the soul of each individual is part of a universal soul; death results in reincarnation of that soul in a series of rebirths leading to union with the universal soul. Hinduism was built on the Aryan caste system that divided persons into four strictly regulated social groups, with persons outside the system (*untouchables*) bearing the lowest status. About 530 B.C., a religious leader called the *Buddha*, or Enlightened One, founded Buddhism. *Buddhism* reflected the Hindu belief in reincarnation but rejected the caste system and elevation of priests to exalted status. Contributions of early Indian culture include sculptures honoring the Buddha and writings of both religions. The decimal system and symbols known as Arabic numerals were developed by the Indians. Indian physicians practiced plastic surgery, learned to set bones, and invented the scalpel. Many Indian textiles and dyes were popular export trade items.

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Apply Basic Concepts of World History

Concepts	Explanations and Examples
	Muslims ruled much of India from the tenth to sixteenth centuries; part of this period was one of peace and prosperity, but clashes between Islamic and Hindu beliefs led to religious strife. Asian Mongols defeated the Muslims in 1526 and ruled India for the next three centuries; the Taj Mahal is the most renowned example of Mogul architecture from this period. The Mogul empire also suffered from civil wars resulting from religious differences. By this time, Indian trade was coveted by European nations; the East India Company of England took advantage of the weakened state and conducted a military campaign to oust French competitors, to gain control of trade, and to establish political control over much of India. During a subsequent rebellion, the British government stepped in to take control and to establish colonial government in India. Attempts to impose British culture in India improved conditions relating to health, industry, and communications but led to revolts. Mahatma Gandhi led a nationalist movement to end British rule, calling for nonviolent resistance and return to a simple Hindu lifestyle. Increasingly bitter riots and clashes between Muslims, Hindus, and the British led to the India Independence Act of 1947, which ended British rule and partitioned India into the separate Hindu state of India and Muslim state of Pakistan. Resulting rioting during movement of people from one state to the other killed a half million people and left millions homeless. Nehru, the first prime minister of India, worked to set up a parliamentary government, to resolve social and economic problems, and to develop industry and agriculture. Soaring population intensified India's struggles. In Pakistan, parliamentary government failed, and a military dictatorship was established. Civil war in 1971 resulted in riots and massacres in East Pakistan; India intervened to help East Pakistan defeat West Pakistan and set up the independent nation of Bangladesh. Bangladesh has been continually plagued by political instability, disastrous floods, and famine. • China Because the early Chou dynasty (1122 B.C.-256 B.C.) ended leaving powerful feudal states engaged in civil wars, great Chinese thinkers during that period were most con-cerned with ways to establish order in society. Three distinct schools of thought arose

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	between 500 B.C. and 200 B.C. that shaped emerging Chinese civilization. – The philosophy of *Confucianism* offered an ethical code of conduct promoting such virtues as courtesy, kindness, hard work, loyalty, and respect for parents and elders. Confucius reasoned that if all individuals fulfilled their duties to one another, peace and order would be preserved within the family and society. Confucian ideals have shaped Chinese law and family traditions since their introduction. – *Taoism*, both a religion and a philosophy, taught that order was possible only when individuals became attuned to the *tao*, an indefinable universal force. Followers were instructed to withdraw from the world through meditation. Government was considered ineffective, and the best government was considered to be the weakest. – *Legalism* was a philosophy promoting order through obedience to strict laws and authoritarian government control. The Ch'in dynasty emerged from the feudal struggle with control of China. Legalism was ruthlessly practiced; opponents were executed and books burned in an attempt to eliminate opposing ideas. An excellent transportation system of highways and canals was constructed at the expense of the lives of many peasants under forced labor. The Great Wall was constructed to limit invasions along a 1400-mile boundary in northern China. The Han dynasty followed, adopting Confucianism and lasting 400 years. The Han dynasty promoted a rigorous education system for government officials. During this period, paper was invented, and many histories were written. The greatest of the dynasties that followed were the T'ang and Sung, during which China expanded, developed an efficient civil service based on Confucian principles, and invented block printing and a process of perfecting fine porcelain. Trade increased as the luxuries of China were discovered by other nations. Mongol armies led by Genghis Khan invaded China in the twelfth century; Kublai Khan, Genghis' grandson, built a foreign dynasty with Peking as the capital. The Mongols were overthrown in a rebellion establishing the Ming dynasty, which developed a policy of isolation and restricted trade and travel. Manchurian

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Concepts	Explanations and Examples
	invaders conquered the Ming dynasty but adopted Chinese customs and Confucian influence. The Manchu dynasty lasted until 1911, continuing restrictions on foreign trade. The British defeated the Chinese in a military conflict instigated over an opium trade dispute and forced the Chinese to sign the Treaty of Nanking, which granted the island of Hong Kong and certain rights regarding trade and foreign relations to the British. With China weakened by internal rebellion and lagging technology, other nations won rights from the Chinese. European nations established spheres of influence in China, Russia seized part of the northern territory, Japan acquired the islands of Formosa and Taiwan, and Korea won its independence. In 1911, Dr. Sun Yat-sen led a revolution making China a republic and setting up the Nationalist party. Chiang Kai-shek became leader of the army and the party and expelled members of the Communist Party, political rivals. Communist Mao Zedong escaped to Senshi in northwest China, where he became leader of the Chinese Communists. Chiang and Mao joined forces temporarily to fight Japanese aggression in Manchuria. In World War II, the United States supported Chiang's army against Japan, and Mao gained support from Chinese peasants as he led highly trained guerilla fighters. By 1945, Chiang's forces controlled southern China and Mao's the north. Civil war resulted in Communist victory in 1949, when Chiang retreated to the island of Taiwan, Nationalist China. Mao established the People's Republic of China, a military dictatorship under the Chinese Communist Party. Chairman Mao divided China into communes; families were organized into production brigades to tend crops or undertake construction projects. Peasants were considered more important than scholars, and propaganda campaigns were conducted to discount opposing ideas. When political factions threatened Mao's supremacy, he organized young Chinese into Red Guard groups for parades and demonstrations honoring him. Violence erupted between conservative government officials and the Red Guards. Because he preached world revolution, Mao's Communist government was not recognized by the United States and many other nations that continued to support Chiang. When war erupted between the northern (Communist)

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	and southern (non-Communist) zones of Korea, the United States joined with South Korea to halt the North Korean invasion, and the Chinese and Russians supported North Korea. An armistice in 1953 ended the conflict and reestablished the boundary at the 38th parallel. During the 1950s, China and Russia became allies, but differences arose over competing influence with developing nations. In 1971, the United States recognized the Republic of China and reopened diplomatic relations. After Mao's death in 1976, Deng Xiaoping became leader; he made sweeping reform efforts to encourage people to work by abolishing the commune system and allowing persons to start small businesses. Deng's lessening of control prompted students to organize a peaceful demonstration for democratic reforms in Tienanmen Square in Beijing in 1989; demonstrators were met with military force, hundreds were killed, leaders were arrested, and martial law was declared for several months. Hope of immediate democratic changes was ended. • Japan Prehistoric hunters, fishers, and gatherers probably crossed from China to the islands of Japan during the Neolithic age and created farms and villages by 200 B.C. Early Japanese society was controlled by warring *clans*, family groups headed by chiefs. A dynasty was formed in the 400s by the strongest of these, the Yamato clan, whose emperors are the ancestors of the Japanese imperial family. Emperors lost much of their power to shoguns after the 1000s when a feudalistic system emerged in Japan. The *shogun*, chief general, ruled over *daimyo*, warriors who controlled great estates. Feudal warfare among daimyo increased until Japan was united in the late 1500s by a powerful general who centralized feudal control. From the fifth to ninth centuries, Japanese culture was shaped by Chinese customs such as Buddhism, Confucianism, and art. During the height of the feudal period, Japan opened its doors to trade with Asia. Fearing European imperialism in the 1600s, Japan expelled Christian missionaries and closed its doors to the outside world for two centuries. A naval mission by United States Admiral Matthew Perry in 1853 resulted in negotiation of treaties that reopened Japanese ports to foreign trade; opposition to the unequal

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	treaties, which gave one-sided rights to foreign powers, enabled the emperor to oust the shogun, abolish feudalism, and reestablish imperial rule. The Meiji rulers established an army and navy, improved communication and education, and established a strong economic and industrial system. The unequal treaties were revised, and Japan initiated a policy of imperialistic expansion that added territories in the Pacific. A war with Russia in 1904 gained Japan a foothold in Asia and recognition as a world power. Japan increased its territorial holdings as an ally of England against Germany in World War I. Following the war, Japan experienced natural disasters and economic depression; military leaders in Japan gained control of the government and established a fascist state in the 1930s. Japanese aggression into Asia and China erupted into war between China and Japan. Japan allied with the fascist nations Germany and Italy at the outbreak of World War II and attacked Pearl Harbor in 1941 to bring the United States into the war. The Japanese enjoyed an early advantage in Pacific warfare, but defeats in the Coral Sea and Midway turned the tide to the Allies. In 1945, ground and air assaults began on the Japanese homeland, and Japan surrendered after the United States dropped atomic bombs on its cities of Hiroshima and Nagasaki. Japan gave up its conquered territories and submitted to Allied occupation that disbanded the Japanese military, established a democratic government, and administered economic reforms. Independence was restored to Japan in 1952. Dramatic economic recovery since that time has made Japan a leader among industrialized nations, with Japan exporting large amounts of manufactured goods worldwide. Some trading partners have complained that home industries have suffered because of Japanese imports. Negotiations to define trade relations with Japan continue. **Example** • Use the Hindu caste system of India as a basis for discussing self-esteem, peer relationships, and rules for social conduct; debate advantages and disadvantages of having rigidly established barriers and rules of social conduct and give examples of informal but significant barriers individuals might encounter today. Analyze the effect of Confucian principles on child development practices, treatment of elderly persons,

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Concepts	Explanations and Examples
	and modern work ethics. Have students obtain pictures and descriptions of art and architecture from India, China, and Japan and give examples of Eastern influence on modern architecture and housing, apparel, and floral design. Contrast the economic development of China and Japan since World War II and compare the results of China's Communistic production methods to Japan's capitalistic system. Identify products that Japan currently imports, and discuss the advantages and disadvantages to individuals and the American economy of various Japanese imports. Research contributions made to the textiles and apparel industry by India, China, and Japan. Display pictures and examples of porcelain from Japan and China.
Relate the historical development of Africa to challenges facing African nations.	**Explanation** • Because the continent of Africa is huge and contains diverse geographical areas, a variety of different cultures developed; as many as one thousand African languages have been identified. Early African society was stabilized by traditions honoring religion, law, and family. Family structures varied by economy; nuclear families existed in hunting and gathering communities and extended families better served farming societies. Women were respected because of the importance placed on families; rights and responsibilities varied within cultures. Most Africans were monotheistic, believing in one Supreme Spirit who had spirit helpers; many traditions were based on this belief in spirits. Traditions were passed on through oral literature. Music and dancing, accompanied by varied musical instruments, were widely practiced. African pottery, sculptures, and other art were fashioned from available resources, including clay, ivory, bronze, and wood. Access to rich and varied resources created trading relationships that built powerful kingdoms and empires. The earliest empires, Egypt and Kush, were built along the Nile River and traded extensively with each other. A complex gold-salt trade during Europe's Middle Ages gave rise to four successive kingdoms in West Africa as gold from West Africa was exchanged for salt from the Sahara Desert. Ghana, the first major trading state in the Niger Valley, thrived from the fourth to eleventh century until invaded by North African Muslims. Mali absorbed the remnants of Ghana, gained control of both gold and salt production, and

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	maintained a peaceful and orderly government for the Mandingo people until weakened by civil war. Songhai replaced Mali and became the largest of the series of empires; after defeat by Moroccan invaders in 1590, the empire dissipated into small, independent states. Inland, Zimbabwe became the most powerful state through exporting gold to East Africa; its capital boasted an impressive system of palaces and temples. Zimbabwe declined after Portugal destroyed the East African coastal cities. Independent city-states became trading centers in East Africa during the Middle Ages. Goods such as gold, ivory, iron, and wood from the interior of Africa passed through the coastal city-states en route to India and China by sea; Indian and Chinese goods were brought back in exchange. Coastal towns profited from taxes charged on all goods. The culture of inhabitants was influenced by contact with traders. Swahili, the prominent African language today, developed on the coast as a blend of Arab, Indian, and African dialects. Africans profited from trade until the Portuguese destroyed the eastern coastal cities in the 1500s. From the west coast of Africa, the Portuguese began shipping slaves to Europe; slave trade increased as other European nations brought slaves to the Americas to work large European plantations. European Imperialism in the late 1800s caused fierce competition for control of African resources; by the early 1900s, Africa, except for Ethiopia and Liberia, was partitioned into colonial empires under rule of various European nations. Colonial rule lasted a relatively short time. African resistance grew into a mass African nationalist movement, and nearly fifty African nations achieved independence between 1950 and 1980. Independence brought challenges, as territorial disputes and inability of many new rulers to establish effective governments threatened stability. In many countries, military governments were established. Overpopulation, poverty, disease, famine, and illiteracy are problems that modern Africa continues to address. South Africa has remained under white rule, practicing racist *apartheid* (separate development) policies that preserve white rule at the expense of rights of the African majority. The Organization of African Unity (OAU) was established to promote cooperation in resolving problems and to peacefully settle disputes between nations, and the West African

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	Economic Community was formed to promote economic cooperation. These groups offer a vehicle for cooperation but meet resistance from many nations that want to maintain strict independence. **Example** • Salt was a key economic product of the ancient world, often used as money. (The word *salary* is derived from the Latin word for salt, which was part of Roman soldiers' pay.) Assign students to research the importance of salt to the human body, in food preservation and seasoning, and in other production industries. Let students choose from among several African nations to research and share information about traditions, religious practices, family structure, housing, clothing, and food. Find examples of foods created by Africans serving as slaves on American plantations; restricted to use of leftover variety meats and commonly grown vegetables, early African-Americans created many nutritious and innovative dishes still enjoyed today. Study of both Africa and Latin America again provides opportunity to discuss positive and negative results of European imperialism on individual, family, and societal life of native inhabitants.
Describe the historical heritage of Latin America and current challenges.	**Explanation** • The first people are believed to have entered the Americas over a land bridge that existed during the Ice Age between Asia and North America. By 7000 B.C., humans had migrated to the tip of South America. The vast continents, with varied climate and geography, were home to diverse cultures. Farming villages formed the bases of early civilizations such as the Olmer which existed in Mexico from 1200 B.C. to the first century A.D.; the Guatemalan Maya civilization from 300-900 A.D.; and the Mexican Aztec civilization and Peruvian Inca empire, both destroyed by the Spaniards in the sixteenth century. These American civilizations made many advances; they built stone temples and religious centers, developed calendars and hieroglyphic writing, constructed roads, were successful farmers, and established efficient systems of government. Spanish exploration and conquests in the 1500s led to an influx of Spanish and Portuguese colonists and establishment of a Spanish colonial empire. For the next three hundred years, Latin America, the territory of the Americas south of the United States, existed

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	under European colonial rule. A rigid social structure limited rights of *Creoles* (American-born descendants of Spanish settlers) and *mestizos* (Latin Americans of mixed European and Indian heritage). Discontent led to uprisings, which were fueled by news of the American and French Revolutions. By the early 1800s, most colonies in Latin America had achieved independence and established republics. Many new nations lacked stability and were overtaken by military dictators or powerful ruling families who ignored the rights of poor mestizos, Indians, and Blacks. Boundary disagreements resulted in wars between nations. The United States, backed by Britain, issued the Monroe Doctrine warning against European nations intervening in affairs of the Western Hemisphere. Distrust against the United States was stirred by its war with Mexico over the Texas-Mexico boundary in the 1840s and its acquisition of Puerto Rico after the Spanish-American War in 1898. United States military forces were present in Latin America on occasion to protect United States and European investments and to help Panama win independence from Colombia. Fidel Castro, who established a Communist dictatorship in Cuba in 1959, encouraged revolutions in other Latin American nations. Territorial disputes, military rule, and disparity between the rich and poor remain problems for Latin America. Although some industry has been developed, the Latin American economy is predominantly based on export of agricultural and mineral products. Reliance on a single export product such as sugar in Haiti, coffee in Columbia, and copper in Chile had disastrous economic results when world demand for the products dropped; economic efforts have focused on broadening the export base of such nations. Overpopulation, poverty, political instability, and continuation of economic development are primary challenges faced by Latin America today. Regional trade organizations have been formed to maximize economic resources. The Organization of American States (OAS), founded in 1948, works to promote peace and economic development among members. The United States, a member of OAS, has provided massive economic assistance to Latin American nations. The Latin American population is a mixture of whites, blacks, and Indians. Most nationalities speak the language of their colonial rulers, mainly Spanish.

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Apply Basic Concepts of World History	
Concepts	**Explanations and Examples**
	Population has shifted from predominantly rural to urban since 1940; Mexico City and surrounding suburbs is the largest metroplex in the world. Family life is extremely important, and most Latin Americans live with members of their extended family. Women traditionally remained home to care for families, but growing numbers now work outside the home. Women also are allowed to take active roles in politics. Clothing, characteristically colorful, varies with region and climate. Grain is the center of the diet; tortillas, beans, and rice are common staples in Central America and Mexico. Potatoes are common in mountainous regions of South America; cassava, a starchy root, is plentiful in tropical areas. Meat is scarce and expensive except in Uruguay and Argentina, where cattle are raised. Most Latin Americans are Christians, with the vast majority Roman Catholics. Latin American music and dancing reflect various blends of Indian, Spanish, African, and other European influences. **Example** • Have students predict changes in family life and social structure as Latin American society progressed from prehistoric hunters and gatherers, to farming villages, to civilizations with cities; discuss positive and negative results of European imperialism. Give examples of ways that housing, food, clothing, and family life in the United States, especially the Southwest, have influenced and been influenced by Latin American culture. Identify key Latin American products imported to the United States. Compare and contrast Hispanic family traditions with those of various other cultures within the United States. For example, how do child and elder care practices differ? What aspects of their history are reflected in these practices? Brainstorm to propose ways Latin American nations can meet challenges of overpopulation, poverty, and political and economic instability. In meeting those challenges, what career opportunities might arise for home economists?

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Describe Basic Concepts of Government and Politics

Concepts	Explanations and Examples
State the basic purpose of government.	**Explanation** • Individuals live in a society to make it easier to meet basic human needs of food, clothing, shelter, protection, companionship, and order. Common rules must be established to meet these needs efficiently and to prevent social chaos and anarchy. Governments exist to provide order and security to the people who live within a society's bounds by creating power hierarchies, or structures of authority, that are idealistically designed to organize and unite resources, establish rules, and maintain the common good. **Example** • Power hierarchies, like those found in governments, are also present in the family and other societal institutions. Students' understanding of the basic function of hierarchies within various groups can be enhanced by discussion of their societal function described above. Moreover, as students come to understand the function of power hierarchies, they can begin to differentiate between power that is used constructively for the common good and power that is used inappropriately and abusively. Lead students in discussing the influence of government on family, personal, and career decisions and ask students to consider what life without government would be like.
Identify key similarities and differences of comparative political systems and positions.	**Explanation** • There are many different types of government in the world, representing many different shared beliefs, values, and goals. Types of government can be classified according to who holds power, to the structure, to the organization of power, or to the economic philosophy. Any government will have a characteristic from each of the following classification lists. The following types of government are classified according to who holds power: – A *monarchy* and a *dictatorship* are types of government in which all power is held by one person. – An *aristocracy* and an *oligarchy* are types of government in which power to rule is limited to a small elite group. France in the 1600s and the cold war Soviet Union are examples of this type of government. – A *democracy* is a type of government in which citizens hold the power to govern themselves. The United States is a modified form of democracy called a representative democracy. In a *representative democracy*, one citizen is elected to represent

Table 6

Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	and speak for a group of other citizens. – An *anarchy* is rule by no one and is often labelled "mob rule." Types of government classified according to structure are as follows: – A *parliamentary system* is a type of government in which the power to make laws is given to the *parliament*, an elected group of people who assemble with the sole purpose of discussing national affairs and passing legislation. Many parliaments elect a prime minister from their membership to direct other aspects of the government. Ministers may be elected to direct how laws are carried out, and monarchs or chancellors may also serve as symbolic heads of state. Great Britain has this type of system. – A *presidential system* is a type of government in which the president represents the nation both symbolically and politically. The president is not part of the lawmaking body and must gain the assistance of the nation's legislature to pass laws. This system is used in the United States. – In an *autocratic system* of government, the leaders use manipulation or coercion to keep themselves in power and to pass laws. All decisions are made by a close-knit, powerful group. This group may be made up of military leaders (as in Iraq), members of a political party (as in Communist China), or members of an aristocratic family (as in France in the 1600s). The following governments are classified according to organization of power: – A *unitary government* is a system in which one strong central government has supreme and absolute authority, with local governing bodies exercising only limited powers granted by the central government. – In a *confederate government*, the central government is given power to regulate only national issues, such as declaring war and peace, establishing currency, and conducting foreign affairs; it does not have authority to govern issues of local states. The United States has attempted confederate organization twice–under the Articles of Confederation and the Confederacy of the Civil War. Both attempts at establishing a confederacy failed. – A *federal government* is a system in which power is

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Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	shared between the central government and local governing bodies. The United States uses a federal system of government. Types of government classified according to economic philosophy are as follows: – *Communism* is the term Karl Marx used to describe a society in which poverty and the need for government would be ended by public, instead of private, ownership of property. The word *communism* today represents a political system in which the governing body makes all economic decisions and owns the means of economic production. The People's Republic of China can be classified as communist. – *Capitalism* is a political system in which the economy is based on private property, economic incentives, self-interest, limited government involvement, and competitive markets. Adam Smith is generally credited for capitalist principles as explained in his book, *The Wealth of Nations*. Although the United States market is somewhat regulated by government, the system used in the United States is generally referred to as capitalist. – *Socialism* represents a mix of communist and capitalist principles. Socialist systems strive toward citizen equality and empower the government to own, manage, or control many of the means of production and distribution. Great Britain's government and economy are a mix of socialism and capitalism called *democratic socialism*. – *Fascism* is a political and economic system in which national or racial superiority are used by the central government to rationalize the use of a command economy, withdrawal of individual rights, and aggression in foreign affairs. Nazi Germany was fascist. • Common political ideas can be classified on a political continuum representing a broad range of ideas about societal issues. The following terms should not be viewed as political labels and stereotypes for people; they should be used as tools to identify various political positions. In addition, it should be noted that both of the current major political parties in the United States (Democrat and Republican) include liberals, conservatives, and moderates. Types of political positions are as follows: – *Liberalism* is a political philosophy that endorses problem solving by non-traditional means. Liberals

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Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	depend heavily on the government to help with problems that cannot be solved by individuals or private groups. Extreme liberals are often referred to as *radicals* who tend to favor extreme and immediate change in the form of a new society or system. – *Conservatism* is a political philosophy that endorses the idea that society's goals are best reached by traditional and historically tested means and that government's role in solving social problems should be kept to a minimum. Extreme conservatives are referred to as *reactionaries* who favor extreme and immediate change back to previous, more traditional states. – *Moderates* are persons who take a logical approach to politics by favoring liberal or conservative positions depending upon the issues. Most Americans are moderates. – *Left*, *right*, and *center* are additional terms used to classify liberalism, conservatism, and moderates. These terms refer to the seating arrangement of reactionaries and radicals of an ancient French Parliament. The right wing is associated with conservative ideas; the left wing and center are associated with liberal and moderate positions respectively. **Example** • When students are able to recognize authority patterns as general and differing from one family to the next and from one society to the next, they will be more accepting of differing viewpoints and more able to make informed choices about authority in their own families. Have students consider whether their family economy resembles communist, capitalist, or socialist practices. For example, have students determine how much competition for and sharing of resources exists and consider whether family decision making is done by one, some, or all family members. This exercise also can be related to business management practices and patterns. The advantages and disadvantages of capitalism are relevant to content related to employability and entrepreneurship. Have students consider whether specific home economics careers exist in communist countries where government leaders make all of the economic choices. Have students classify specific nations according to types of political systems previously

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Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	listed; collaboration with a social studies class might enhance the activity. Discuss the effects of various political systems on family life, scarcity of consumer products, career options, child care, housing, and family planning. Lead students in contrasting conservative, moderate, and liberal views on social issues relevant to home economics. For example, students might analyze and debate various viewpoints concerning government's role in unemployment, health care, public care for children and the elderly, and assistance for families and individuals lacking basic resources. Assign students to conduct research to test the hypothesis that younger persons tend to be more liberal while elderly individuals tend toward conservatism; discuss implications of this hypothesis on relating to and caring for elderly persons. With the assistance of students, compile an assortment of newspaper and magazine articles reporting on the stance of political candidates on certain issues and use the information to further discussions of issues relating to current content.
Develop a knowledge of important United States political documents and their effect on United States government.	**Explanation** • The Declaration of Independence Written by Thomas Jefferson in 1776, the Declaration of Independence announced to the world that the colonies no longer considered themselves under the dominion of the English crown. This declaration had the following major contributions to the United States' philosophy of government: – belief in human rights All humans have certain *inalienable rights*, natural rights and freedoms that no one should be able to take away. It is the government's responsibility to protect these rights. – belief in democracy Thomas Jefferson asserted that governments should rule by the consent of the governed. Government should be established for the people and by the people, and the people have the right to alter or abolish a bad government and institute a new government if they so desire. – belief that all men and women are created equal All races, creeds, and colors of men and women are considered to be equal and uniform in their virtues and vices. Belief that one group is naturally superior to another is rejected.

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Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	• The Constitution of the United States Written in 1787 as a reaction against the failing Articles of Confederation, the Constitution is based on several important principles including the following: – Supreme power and authority in government rest with the people. This principle, called *popular sovereignty*, was intended to prevent undesirable governmental dominance. To prevent anarchy and chaos from resulting from pure democracy, however, the authors of the Constitution mandated that the people elect representatives to speak for them. This *republican*, or representational, form of government served as a compromise between anarchy and tyranny. – Power is to be shared between the national government and state governments. State governments, however, must accept that the national government is the ultimate authority. This principle, known as *national supremacy*, was a compromise designed to avoid both the weaknesses found with the national government under the Articles of Confederation and the undesirable control by too strong a central government. – A division of power and a system of checks and balances is to exist within the federal government to prevent any one person or group from gaining too much power and authority. The term *checks and balances* refers to the manner in which a government empowers its various branches to police one another. • The Bill of Rights The first ten amendments of the Constitution of the United States make up the *Bill of Rights*. Designed to check and balance the power of government against the power of the people, the Bill of Rights guarantees certain rights and freedoms to every citizen of the United States. These rights include the following: Personal Freedom Rights – Religious Freedom The first amendment prevents the government from endorsing a specific church or aiding a religion at the expense of others. In addition, it guarantees the rights of individuals to believe and worship as they wish without government interference. – Democratic Freedoms The first amendment also guarantees citizens freedom of speech and of the press, the right to

Table 6 – continued

Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	peaceably assemble, and the right to petition the government. – Citizenship Rights All persons born or naturalized in the United States are citizens. They have equal protection under the law and cannot be discriminated against because of race, religion, gender, or national origin. – Right to Keep and Bear Arms Every citizen has the right to own arms or weapons. Justice Rights – Right Against Unreasonable Search and Seizure Police cannot arrest a person or search or take personal property without following specific guidelines mandated by law. Search and arrest warrants that authorize search and seizure are issued by the court to officers only after an explanation of why, what, and how property or persons are to be taken or searched. – Right to Be Free from Ex Post Facto Laws *Ex post facto laws* are laws that inflict punishment for an act that was committed before a law was created. For example, in the United States in the 1920s, one could not be prosecuted for drinking if the act occurred before the law about prohibition was passed. – Right to Habeas Corpus A writ of *habeas corpus* is a court order that a jailed person be brought before a court where a judge decides if there is a good reason to hold the person. Habeas corpus is a safeguard against illegal imprisonment. – Rights of the Accused Persons accused of crimes must be *indicted*, or formally accused, by the *grand jury*, a jury that decides if there is enough evidence to hold a trial. A person formally accused of a crime has the right to a fair and speedy public trial by a jury of peers. The accused must be informed of all accusations, must be able to legally force witnesses to testify in court, and must have a representing attorney. Accused persons may apply to be released from jail on bail while awaiting trial, and they cannot be forced to testify against themselves or answer incriminating questions. In addition, an accused person has the right to appeal a guilty verdict and cannot be tried for the same crime twice. Persons convicted of a crime cannot be fined excessively nor can convicts be punished in a cruel or unusual manner.

Table 6 – continued

Describe Basic Concepts of Government and Politics

Concepts	Explanations and Examples
	Exceptions – Although the above rights are guaranteed, they are not considered absolute. To fairly balance the rights of the individual with the rights of the group, the Supreme Court has seen the need to somewhat temper the Bill of Rights with a number of exceptions. For example, free speech is allowed except when the speech is considered dangerous to people present or dangerous to national security. **Example** • In any type of interaction with people, knowledge of basic human freedoms and rights outlined in major political documents of the United States is extremely helpful. Students studying people-oriented content in home economics courses will benefit from the wisdom of the founding fathers of the United States. For example, students should have a firm knowledge of their rights in order to protect themselves from religious, racial, or sexual discrimination and harassment. They should understand that others have the right to be treated judiciously and should be made aware of the benefit of treating people with dignity, equality, respect, and fairness in the workplace. In addition, democratic values support successful marriage and parenting principles, such as tolerance for differences, respect for privacy, and empathy and respect for oneself and others. Have students brainstorm and list rights of individuals within a family that are considered inalienable; for example, children may be granted certain rights and privileges by parents, with the understanding that parents have ultimate authority. However, parental authority does not extend to child abuse, which infringes upon inalienable rights to life, health, and safety; similar points can be made in relation to spouse abuse or abuse of the elderly.
Describe the basic structure of the United States government.	**Explanation** • In the United States, power is shared by the national government and state governments. Shared powers include the powers to tax, borrow money, and hold elections. National and state governments also have separate powers. The national government has delegated powers and the state governments have reserved powers. – *Delegated powers* give exclusive rights to the national government, including the right to coin money, regulate trade, establish post offices, admit

Table 6 – continued

Describe Basic Concepts of Government and Politics

Concepts	Explanations and Examples
	new states, govern territories, and fix standards of weights and measures. The Constitution also provides the national government with *implied power*, the power to make laws considered necessary for executing delegated powers. – *Reserved powers* are powers left to the states or the people. Reserved powers include providing for education, protecting morals, chartering and regulating business, establishing local governments, and conducting elections. • The Constitution outlines a system of government for the United States that consists of three branches: the legislative branch, the executive branch, and the judicial branch. To keep one person or group from gaining too much power in the government, the writers of the Constitution gave certain powers to each branch of the national government so they could keep one another in check. Under this system of checks and balances, each of the three branches depends upon the other two branches to function. Two branches are unlikely to cooperate with a third branch attempting to take unfair control. Therefore, this interdependency keeps the power balanced. Refer to Teaching Aid 2, United States Government Checks and Balances. The powers held by each branch of the federal government are outlined as follows: – Legislative Branch The *legislative branch* consists of Congress and has the supreme power to pass law. The Constitution established Congress as a *bicameral* (two house) *legislature* made up of the Senate and the House of Representatives. The bicameral system fairly represents states with both small and large populations. Equal representation in the Senate protects the interests of states with smaller populations, and representation in the House of Representatives based on population protects the interests of states with larger populations. Although the primary function of Congress is to create law, it also levies and collects taxes, has the ultimate power to declare war, and regulates commerce. Moreover, Congress approves or disapproves foreign treaties and presidential nominations to federal office. Finally, Congress is responsible for impeaching important federal officials for misconduct, proposing amendments to the Constitution, censuring Congressional members

Table 6 – continued

Describe Basic Concepts of Government and Politics

Concepts	Explanations and Examples
	for misconduct, and making laws necessary for carrying out delegated duties. – Executive Branch The *executive branch* consists of the presidency and the federal bureaucracy and has the supreme power to carry out and enforce law. The *federal bureaucracy* is the organization run by the executive branch and headed by the president as the chief executive officer. The federal bureaucracy is made up of three main areas: independent executive agencies and cabinet departments, independent regulatory commissions, and government corporations. *Independent executive agencies*, such as the Veterans Administration, report directly to the president and are relatively small in size and scope. This contrasts with the huge *cabinet departments* that are headed by presidentially appointed secretaries and have several agencies within them. The thirteen cabinet departments are the State Department, Defense Department, Justice Department, Department of the Interior, Department of Agriculture, Department of Commerce, Department of Labor, Department of Health and Human Services, Department of Housing and Urban Development, Department of Transportation, Department of Energy, Department of Education, and Department of the Treasury. *Regulatory commissions* are federal agencies that oversee various aspects of the United States economy, such as banking, labor unions, public utilities, corporations, transportation, and communications. For example, the Federal Trade Commission regulates the costs of consumer goods, the Federal Communications Commission oversees the proper use of airwaves, and the Environmental Protection Agency directs the proper use of natural resources. *Government corporations* are agencies that combine the features of a government agency and a business corporation. Government corporations such as the Federal Deposit Insurance Corporation (FDIC) have been created to protect the economy or carry out executive orders more efficiently than might be capable of other executive agencies.

Table 6 – continued

Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	Although primarily responsible for enacting law through the federal bureaucracy, the president also assumes other responsibilities. The president appoints ambassadors, Supreme Court justices, and other federal officials; grants reprieves and pardons; makes treaties with foreign countries; informs Congress of the state of the Union and suggests legislation; receives foreign ambassadors and representatives; vetoes disliked legislation; and serves as commander in chief of the armed forces. – Judicial Branch The *judicial branch* consists of the United States Supreme Court and lower courts. The judicial branch has the supreme power to interpret law and try court cases, judge the constitutionality of Congressional actions, interpret treaties, preside at presidential impeachments, and judge the constitutionality of presidential actions. **Example** • Democracy is ensured only when citizens participate actively in civic and political affairs. Point out to students that community life can become dangerous and threatening when individuals do not actively participate in government and gain personal control over political affairs. Concern for personal and family health and well-being should be at the forefront in every citizen's political activity. Political effectiveness depends upon a concrete understanding of governmental structure. Assign students to write letters to congressmen or letters to the editor about housing laws, tax legislation, the regulation of government owned utilities, interest rates, education matters (such as the debate over year-round schools), the United States health care system, the effect of violent or obscene media broadcasts, or other issues relevant to home economics. Government affects all home economics content areas. Assign students to brainstorm about the many ways in which their home lives are affected by government involvement; utilize Teaching Aid 2, United States Government Checks and Balances, in differentiating the effects of various branches of the United States government. Have students investigate laws that affect their personal and family lives, career aspirations, and everyday decisions regarding activities. For example, a student interested in pursuing a child development

Table 6 – continued

Describe Basic Concepts of Government and Politics	
Concepts	**Explanations and Examples**
	career might explore regulations and laws affecting child care facilities and certification. Students faced with peer pressure to consume alcoholic beverages or take illegal drugs need to know both physical and legal consequences of certain decisions. The structure of the United States government can enhance lessons about the tendency many humans have to monopolize power. In the government, this tendency is curtailed by specially designed checks and balances. In relation to home economics courses, students might investigate power limitations built into their business, family, and social relationships. For example, the manager of a hospitality business may be held in check by the accountant, who approves all expenditures; the director of a child care facility may be limited to actions approved by a board of directors; a teenager with access to a substantial savings account may be held in check in efforts to buy a car by a parent/guardian since the teenager is under age.

Table 6 – continued

Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
Define basic geographical terms and concepts.	**Explanation** • *Geography* is the study of the relationships among the earth's features and living things; for example, interaction occurs between people, animals, plants, weather patterns, landforms, and water bodies. Geography deals with why things are located where they are, how these things are related to one another and to their locations, and how a thing's location affects the people of the world. There are two main branches of geography–physical geography and human geography. *Physical geography* is the study of the earth's natural features or phenomena, such as climates, changing landforms, soil compositions, bodies of water, and vegetation patterns. *Human geography* is the study of the activities of humans in relation to their environment. Human geographers study features such as the religions, clothing, agriculture, architecture, economy, and politics of people in various regions of the world. Maps are helpful and are often used in the study of both physical and human geography. • The *food chain* is the system in which matter and energy are transferred from organism to organism in the form of food. Plants make up the base of the food chain and are known as the *primary food source.* Animals such as deer and rabbits are known as *primary consumers* because they eat plants. Organisms that eat both plants and the flesh of other animals are known as *secondary consumers.* The development of food is dependent upon the availability of water, type of land, and climate conditions. Water, air, and land pollution and the stripping of the earth's natural resources have caused great concern because of their potential destructive impact upon the delicate balance of the world ecosystem, especially the world food supply. • Measured in degrees, *longitude* is a measurement used to indicate a location's distance east or west of the prime meridian. The *prime meridian* divides the earth into Eastern and Western Hemispheres. Lines of longitude, called *meridians*, run from north to south, converge at either pole, and are not parallel to one another. *Latitude* is also measured in degrees and is used to indicate a location's distance north or south of the equator. Latitude lines, called *parallels*, run east and west around the globe and are parallel to one another. These parallels help to mark the

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Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
	positions of the North and South Poles (90 degrees north and south), the Arctic and Antarctic Circles (66.5 degrees north and south), the Tropics of Cancer and Capricorn (23.5 degrees north and south), and the equator, which divides the earth into Northern and Southern Hemispheres at zero degrees latitude. • *Convection* is the circulation of heated gas or liquid from low to high pressure caused by the stagnation or movement of molecules. As gas or liquid is heated, its molecules speed up, pushing other molecules further and further apart. This action causes the gas or liquid to rise (due to its lower density) and be replaced by gas or liquid of higher density. As the gas or liquid rises, it begins to cool, slowing the speed of its molecules and increasing its density. As soon as the gas or liquid is cooler and more dense than the gas or liquid below it, it once again begins to sink. • The earth is composed of four distinct layers. The center of the earth consists of an *inner core* and *outer core* made up of solid and liquid iron and nickel. The earth's *mantle* lies between the earth's core and its crust and is comprised solely of very hot, heavy, liquid rock. The *crust* of the earth is a thin layer of rock that makes up the surface of the earth. • The *theory of plate tectonics* theorizes that the earth's crust is made up of twenty different plates that are in slow, continuous motion floating on the earth's mantle. These plates, which carry the earth's land masses (continents and sea floor), are scraping together or colliding in some places and spreading apart in others. It is believed that the convection currents of the mantle fuel this process. Within the mantle, liquid rock rises and falls as it is heated and cooled. If there is a fissure, or crack, in the earth's crust where the liquid rock of the mantle is rising, the liquid rock seeps out and cools to become part of the crust. On the ocean floor, there are many of these fissures. It is here that new crust is formed, pushing the plates on either side of the fissures apart. In other areas of the world, the earth's crust is being destroyed through *subduction*. As two plates collide, one is forced under the other where it melts back into the earth's mantle. The plate that is not forced down buckles with the colliding force of the subducting plate, creating a mountain range along the ridge of the top plate.

Table 7 – continued

Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
	• The destructive forces of the earth, namely weathering, erosion, and deposition, are the shaping forces of all of the earth's landforms. *Mechanical weathering* is the process by which rock is broken up by a variety of physical stresses. *Frost action*, a common form of physical rock stress, occurs when water fills the cracks in a piece of rock and freezes during cold weather. Since ice takes up more space than liquid water, pressure is applied to the cracks and the rock is eventually split into pieces along these cracks. *Chemical weathering* is the process by which rock is broken down by weak acids that slowly eat away the surface of the rock. These acids are often formed by the chemicals found in industrial pollution (which is washed out of the air with each rain), decaying plant matter, and root secretions. *Erosion* and *deposition* are the processes by which soil and weathered rock are removed from one place and deposited in another. These processes can be caused by gravity, water, ice, or wind. Erosion, weathering, and deposition are responsible for shaping the earth's landforms by carving or smoothing some areas of the earth and creating or filling other areas with transported material. • The *hydrologic cycle* is the process by which water is recycled continuously through the air, the land, and the sea. On land, water is found in lakes, under the ground, in icecaps, in snow, and as surface runoff in rivers. This water is eventually either evaporated into the air or deposited in the ocean where it might be evaporated later. When water evaporates, it accumulates until the air holding it reaches *saturation*, the point at which the air cannot hold any more evaporated water. Warm air has the capacity to hold more water vapor than cold air. If air cools below its saturation point, *condensation*, small water droplets or ice crystals in the form of fog, clouds, or dew, will form. When condensed water droplets or ice crystals grow large and heavy, they fall as *precipitation* in the form of hail, snow, rain, or sleet, and the hydrologic cycle begins again. **Example** • Knowledge of geography principles will help students more fully understand many home economics concepts. For example, knowledge about convection currents is useful in the refrigeration, heating, and cooking of food and in the effective use and placement of home and industrial heating and cooling units.

Table 7 – continued

Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
	In addition, where specific regions fall in relation to major lines of latitude and longitude and their proximity to bodies of water, mountain ranges, and fault lines is usually a concern to home buyers and vacationers. Students will be prepared to avoid the more complex problems that some homeowners face, such as waste contamination of drinking water and massive property deterioration, if they are aware of the proximity of ground water channels to sewage tanks and home foundations. After reviewing the importance of water as an essential nutrient, have students analyze the hydrologic cycle and research concerns that arise when drinking water is contaminated or insufficient in quantity to meet needs of overpopulated areas. Point out to students that the earth's ecosystem exists in delicate balance, and damaging or destroying one element has repercussions on all other elements. Assign students studying child development, consumer economics, management, or housing to analyze their personal responsibility in promoting environmental balance. Discuss measures that students can take to protect the environment, such as avoiding the purchase of items that are not biodegradable or recyclable. Have students investigate the harmful effects of aerosol products on the earth's ozone layer. Encourage students to avoid purchasing products that require nonrenewable resources to produce or are produced with heavy pollution emitting machines. Have students research various home recycling procedures and proper disposal of hazardous wastes, such as automobile oil. Discuss the effects of toxic dumping on the world's ocean food sources and the potential impact this has on families that depend upon seafood production and the seafood economy for their survival or livelihood. In conjunction with a social studies class, have students demonstrate the effect of geography on production of products such as food and textiles from both plant and animal sources. Provide students with practice in reading maps. When studying the influence of other cultures on housing, food preferences, or clothing styles, let students locate the geographic setting on the map. Have students look at a map and compare housing and clothing characteristics of nations at various distances from the equator; contrast nutritional requirements of persons living in the Arctic or Antarctic Circles with requirements of persons living

Table 7 – continued

Identify Basic Principles of Geography

Concepts	Explanations and Examples
	near the equator. Show pictures of types of housing suited to various climates and geographic landforms and discuss how building materials vary with climate and availability of resources in specific regions. Have students consider the effect of mechanical weathering and frost action on man-made structures, such as homes and apartments, and find out how certain construction techniques and materials are used to minimize weathering effects.
Identify the major determinants of climate around the world.	**Explanation** • The four major determinants of a region's climate are as follows: – the position of a region to the sun The longer the sun shines on an area of land or water and the more direct the sun's rays are to this area, the warmer the climate will be. Duration of sunshine and directness of the sun's rays are affected by the rotation of the earth on its axis and the rotation of the earth around the sun. – convection Convection causes the circulation of heat worldwide. Cool air from both poles circulates toward the equator to replace warm air rising there; warm air from the equator moves upward and outward toward the poles. The disturbance created by this action is called *wind*. Climate is affected by this circulation since the direction and force of wind helps determine temperature, humidity, and storm patterns. – a region's proximity to bodies of water Convection creates ocean currents that distribute warm and cold water around the globe. Proximity to warm and cold currents as well as wind direction from these bodies of water help determine air temperature and levels of precipitation. – type and position of landforms within or near a region Mountains within or near a region will affect precipitation levels depending on whether the region falls on the windward (rainy) or leeward (dry) side of the mountain. In addition, landforms that raise the elevation of a region will decrease the region's temperature since convection patterns cause temperature to drop approximately three degrees Fahrenheit for every 1,000 feet above sea level. **Example** • Housing students might identify the advantages of home solar heating and the importance of proper

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Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
	placement of windows and solar panels in creating heat and conserving energy. Point out how sun duration and directness affect heating outcomes. Have students studying interior design consider the significance of sunlight upon human mood and the effects that intensity and duration of sunlight in a home have upon the decorative use of color and texture. Have students interview individuals in the construction industry to find out how such climatic factors as humidity, average temperature, and precipitation levels influence housing design and construction. Inform students about the constant danger of environmental natural disasters such as floods, droughts, tornadoes, and earthquakes. Discuss why one should not rely on grocery stores and water lines to provide food and water in the event of disaster. Have students gather information about proper emergency preparation procedures such as adequately storing food, water, and clothing; constructing sturdy homes and basements; and teaching children how to proceed during different types of emergencies. Point out that survival may depend upon the ability of each person to anticipate his or her needs depending upon the particular climate in which he or she lives. For example, those living in coastal regions should anticipate the need to find safe shelter away from chilling winds and humidified ocean air. Assign students to investigate the effects of climate on textiles and apparel design. Include information about the determinants of climate, the effects of climate on the temperature of the human body, and the effectiveness of various types of textiles and clothing styles in warming or cooling the body. Have students identify clothing appropriate for various climates that is suitable for infants, young children, elderly persons, and adults with varying amounts of exposure to the elements.
Differentiate between various climate and vegetation patterns of the world.	**Explanation** • *Climate* is a composite of prevailing weather conditions in a region over a long period of time. Types of climate are classified according to various systems. The following are six common classifications: – *Tropical climates* exist near the equator and receive large amounts of heat from the sun; tropical rain forests and savannas are two types of tropical climates.

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Identify Basic Principles of Geography

Concepts	Explanations and Examples
	– *Dry climates* are formed by natural forces such as wind patterns and high mountains and include desert and steppe regions. – *Mild climates* are typified by few precipitation and temperature extremes. – *Continental climates* are located in the interior and eastern parts of the world's continents between the latitudes of forty and seventy degrees north. Because they are relatively far from oceans (which tend to have a moderating influence upon weather), regions with continental climates experience more extreme temperatures than coastal regions. – *Polar climates* are found between the North Pole and the Arctic Circle and between the South Pole and the Subarctic Circle. Two types of polar climates are *tundra*, which experiences two-month summers and bitter windy winters, and *icecap climates* which are entirely covered by deep layers of snow or ice. While tundra mosses and blossoms often grow in tundra climates in the summer, there is no plant growth in icecap climates and there is seldom any precipitation in icecap regions. – *High altitude climates* can be found at any latitude and longitude and are characterized by all of the above climate types, depending upon elevation and latitude. • Soil, vegetation, and climate are closely related around the world. Soil composition is determined by the type and amount of vegetation in a given region and by temperature and precipitation levels that help to break down plant matter into humus. *Humus*, composed of decayed plant and animal matter, is the component of soil that provides essential nourishment to all plant life. Hence, the density and quality of plant life is determined by the composition of the soil in which it is grown. *Biomes* are large regions that share common plants and animals and a specific climate. Biomes are classified according to characteristic plants, animals, and climate; classifications of biomes include the following: – *Forest biomes* require more precipitation than any other biome of the world and include a number of different types of forests such as coniferous, deciduous, and tropical rain forests. Forests are valued for wood and other natural resources. In addition, they provide a home to plants and

Table 7 – continued

Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
	animals that can live only in forests and they help preserve the environment. – *Grassland biomes* are found around the globe in the tropics and middle latitudes and vary in animal life, soil composition, precipitation levels, and temperature. The savannas in the low latitudes and the prairies and steppes of the middle latitudes are common types of grassland biomes. Because grasslands receive lower amounts of yearly rainfall to leach the soil, they grow in the richest soil found in the world. Therefore, grassland is popular for farmland. – *Desert biomes* vary in the amount and type of vegetation they support. Some deserts have little or no plant life; others are covered with scrub, patches of grass, and even brightly colored flowers after a rare desert rain. Desert soil tends to be low in humus because little plant matter falls to the ground. However, the soil is unusually rich in minerals because of the little leaching that occurs in the desert. As a result, irrigation farming is quite productive. – *Tundra biomes* support plant life during only a few months of the year when the top layer of permafrost thaws during the summer months. Moss, grass, lichen, and low shrubs are generally the only plant life sturdy enough to withstand the extreme cold temperatures and short growing season of the tundra. **Example** • Have students compare the apparel, housing, and food needs of people living in different world climates or investigate special health concerns of various climates. Locate on a map or globe examples of regions existing in each of the climate classifications; display pictures depicting housing, clothing, food, occupations, or family activities in the various regions. Have students analyze textiles according to their suitability for warm or cold and wet or dry climates. Discuss the effect of climate on family life and recreational activities and lead students to brainstorm to list examples of activities families might enjoy in each of the six climate classifications. Ask students to explain why proper climate control is important to children and adults. Review concepts related to food preservation; include the influence of heat and humidity on spoilage and

Table 7 – continued

Identify Basic Principles of Geography

Concepts	Explanations and Examples
	discuss how rates of food spoilage vary according to climate. For example, food left in an uncontrolled environment would spoil more quickly in Florida during the summer than in Colorado during the winter. In addition, discuss how clothing maintenance procedures differ in each climate type. For example, in humid tropical climates, clothing must often be left out of the closet overnight after being worn to keep mold and mildew from growing on it. Have students use maps or globes to identify regions of the world where major food products and textiles are produced. Assign them to research the environmental conditions that enable this production, such as climate, soil composition, plant and animal life, success of industry, type of culture, and prevalence of natural resources. Knowledge of climate types also applies to the maintenance of gardens and lawns and the raising of houseplants. In relation to consumer economics, growing information can be useful in helping consumers understand why food prices often vary around the country. Students studying housing will be interested in the heating and cooling potential of plant life. For example, deciduous trees can be used to allow sunlight in a home in the winter and protect a home from sun-light in the summer. Point out that growing conditions, climate, resources, and proximity to game and fresh water sources are key factors in determining where people of the world decide to make their homes.
Cite examples of worldwide cultural similarities and differences explained in cultural geography.	**Explanation** • Human geography was defined as the study of the activities of humans in relation to their environment. *Cultural geography* is the field of human geography that examines cultural traits of people within a region, such as beliefs, customs, and other characteristics of a specific way of life. Within the global community, cultures exhibit both similarities and differences. Cultural geographers investigate patterns of similarities and differences in an effort to understand, appreciate, and learn from interaction of individuals within a culture and between cultures. **Example** • Technological advances have made the world a global community. Few isolated cultures exist; therefore, it is becoming increasingly important to understand cultural geography and appreciate cultural diversity.

Table 7 – continued

Identify Basic Principles of Geography	
Concepts	**Explanations and Examples**
	Similarities within cultures provide a basis for communication. Have students identify *commonalities* (shared characteristics) of culture; for example, the family is the basic unit of all societies, although family structure and function may vary. All cultures build shelters, enjoy some form of recreation and art, prepare foods, dress in certain ways, share knowledge of the same beliefs, use a particular medium of exchange, and practice particular customs. Students might use Maslow's Hierarchy of Needs as a framework for identifying unique ways cultures meet their needs at each level. Examining differences within cultures not only provides insight into various lifestyles but also provides opportunity to explore various ways of meeting similar needs. Students can analyze the advantages and disadvantages of different housing styles, foods, types of child discipline, ways of caring for the elderly, familial and societal power structures, and management techniques. In a study of personal development, have students trace the cultural heritages of their own families; list the various cultures represented within the class and expand the list to include cultural groups represented within the community, state, or United States. Assign groups of students to investigate the lifestyle of a specific culture, with emphasis on those characteristics relevant to the home economics content area being studied. List contributions made by famous persons from selected cultures that have benefited home economics areas. Discuss the impact of cultural diversity within the workplace and lead students to identify ways cultural knowledge can benefit them in the workplace. On a worldwide scale, the expansion of the European market and opening of Eastern bloc countries may provide opportunities for global trade in hospitality, interior design, food, and apparel industries; China, Soviet states, and Latin America provide additional markets. Successful design, production, and marketing of consumer goods depends on understanding the needs, customs, and cultural geography of targeted market groups.

Table 7 – continued

Understand Basic Principles of Psychology, Sociology, and Anthropology

Concepts	Explanations and Examples
Differentiate between the social sciences of sociology, psychology, and anthropology.	**Explanation** • A *social science* is the systematic study of any aspect of human society. Although the word broadly encompasses various social science disciplines, it often refers more specifically to the sciences of sociology, psychology, anthropology, and their related fields. In this table, the term *social science* refers to the following: – *Sociology* is the study of individuals, groups, and institutions within human society. Sociologists investigate patterns of behavior, beliefs, values, and cultures of groups. In addition, they explore how individuals influence groups and how groups influence individuals; sociologists also study societal institutions (familial, educational, religious, industrial, and governmental), socialization across the life span, and social problems. – *Psychology* is the study of the behavior and mental processes of individuals. Psychologists study human emotions, personality, learning styles and patterns, therapeutic interventions, biological influences on behavior, human development, emotional and mental disorders, and thought and behavior patterns. Psychologists are often employed in the fields of education, research, and counseling. – *Anthropology* is the study of the development, cultural characteristics, beliefs, and origins of humankind. Anthropologists conduct research to see how humans have changed from one period in time to the next and to identify similarities and differences among people of the world. Anthropologists often spend time doing field research, observing the cultures, customs, and beliefs of the communities of the world. In addition, anthropologists often do research that involves cross-cultural comparison. A move toward specialization in the social sciences has resulted in branch disciplines such as clinical and counseling psychology, criminology, educational psychology, health care psychology, sociobiology, human services psychology, industrial psychology, ethnology, personality psychology, psychophysics, school psychology, and archeology. A number of social science disciplines are incorporated in home economics; among them are family studies, human development, and child development. Although these

Table 8

Understand Basic Principles of Psychology, Sociology, and Anthropology

Concepts	Explanations and Examples
	areas of study are also included in the disciplines of sociology and psychology (for example, family sociology and developmental psychology), home economics has contributed greatly to the social science body of knowledge concerning these subjects. **Example** • Home economics provides unique opportunities for direct application of social science principles to personal, family, and work life. Point out to students that many concepts in courses such as life management, individual and family life, parenting and child development, and family and individual health are drawn from sociology, psychology, and anthropology. Also point out that much of this information has been generated by home economics scholars. Therefore, the social science fields offer opportunities for in-depth study and research into home economics content of specific interest to students and also broaden the range of career opportunities available to home economists. For example, a student of child development might pursue additional studies and become a child psychologist. The ultimate purpose of the social sciences is to provide knowledge that can benefit the human race. Have students brainstorm about ways in which the sciences of sociology, psychology, and anthropology may influence and better their lives. For example, information can be gained from child development research about how children are affected by various elements of their environment; this information can help parents create an optimal environment for their children. Have students explain the role of the family in socialization of offspring and identify other socialization influences such as peers, media, education, and religion. Ask students to rank identified factors according to perceived degree of influence on their personal socialization. Invite an anthropologist to share similarities and differences in socialization practices of various cultures, both past and present. Assign students to report on types of information archaeologists can tell about past societies and to predict what future archaeologists might discover about modern American life from studying artifacts.

Table 8 – continued

Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
Explain key concepts related to sociology.	**Explanation** • *Socialization* is the process of learning the rules, values, and acceptable behaviors of the society in which one lives. Socialization begins during infancy; while childhood and adolescence are critical periods, the socialization process continues throughout one's life. Agents of socialization include various influences such as persons who fill the parent role, peers, teachers, significant others, schools, religious institutions, and media. Socialization processes include the following: – *reinforcement* the process of strengthening a behavior by giving or withholding a reward – *generalization* inferring a general rule by observing or experiencing causes and effects – *imitation* copying actions of other members of society – *internalization* taking the values and behavior patterns learned from others as one's own Communication is the means of transmitting cultural ideas from one generation to the next. The socialization process involves learning the symbols used to communicate in a particular society. *Symbols* are things that represent other things such as gestures, signs, objects, and ultimately written and spoken language. Learning symbols and language is a complex process that includes both formal instruction and informal learning through the socialization processes defined above. As communication and information technology have expanded, the media and mass communications have become more influential in shaping and transmitting values and norms of culture. *Norms* are standards of behavior within a culture. Norms include *mores*, those moral standards considered essential to the welfare of the group and strictly enforced, and *folkways*, customs that are commonly followed but less strictly enforced. The most important norms may be codified into laws. Communication patterns and norms vary among societies and often among *subcultures* (distinct cultures within a society). Persons who flagrantly violate norms of society are called *deviants*; deviant groups require conformity to their own standards of behavior.

Table 8 – continued

Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	Each individual in a societal relationship occupies a certain *status* (social position in relation to others). Since status varies with relationships, a person may simultaneously occupy several statuses, such as female or male, sister or brother, adolescent, student, and FHA secretary. The status of female or male is ascribed at birth; FHA secretary is an achieved status. Within a given status, individuals learn the appropriate pattern of behavior, or *role*. Some positions in society are considered higher than others; *social stratification* is the layering of social positions based on such determinants as class, power, and prestige. Systems of social stratification within societies range from closed to open, depending on the degree of *mobility* (movement from one strata to the next) within the system. In a *closed system*, social position is fixed at birth, with little opportunity to change; the caste system of India mentioned on page 52 is one example. An *open system* allows movement from one social position to another; the United States is a fairly open system. Racial and cultural backgrounds are often determinants of position within society, with the dominant group occupying the position of greater power than minority groups. Those who live in poverty face numerous barriers because their lower stratum limits opportunities for good health, education, and upward mobility. The term *institution* has a variety of definitions; in sociology, it is most often defined as established norms or systems that meet basic societal needs. The family is the institution that bears and nurtures children; educational institutions transmit learning; economic institutions distribute resources; religious institutions transmit sacred beliefs and practices; and political institutions exercise governing authority. Societies change; world history is the history of social change. Causes of change in societies include alteration of environment, wars and imperialism, population growth and movement, scientific discoveries, and technological advances. When needs within a society are unmet, groups may organize social movements to achieve change. Two examples are *reform movements*, in which groups seek improvements in existing society, and *revolutionary movements*, in which groups attempt to overthrow the existing order.

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Understand Basic Principles of Psychology, Sociology, and Anthropology

Concepts	Explanations and Examples
	Example • Have students studying child development or individual and family life analyze socialization issues at various stages of the life cycle. Children, for example, must learn basic communication skills, values, and relational norms; adolescents face socialization issues related to sex roles and increasing independence. Compare agents of socialization at each of these stages and discuss results of mixed messages received from various agents. For example, adolescents may receive differing messages regarding sexual behavior from parents, peers, school, church, and media. Compile examples of norms, mores, and folkways of the community and of youth subcultures and discuss the effects of each on personal and child development, consumer choices, food and apparel, and work. For any given occupational area, have students investigate various job statuses or positions and note which are considered higher positions and what requirements are essential to mobility within the occupational field. Show students examples of organizational charts of various businesses and note how position or status is depicted. Ask students to identify social strata that exist at school, the workplace, and various systems within society. Students might write essays related to social stratification such as descriptions of life within a caste system of another culture, discrimination within the United States or another nation, the effect of gender on status in specific instances, and barriers caused by poverty. Have students brainstorm and identify various status symbols related to housing, occupations, food, or clothing. Social changes strongly affect individual and family lifestyles in the United States. Have students consider the effects that social changes have on their lifestyles. Social changes to consider include women in the work force, increasing societal acceptance of sexual issues, societal migration from urban to suburban housing arrangements, growing social materialism, and changing moral and traditional structures. Relevant examples can be found in any home economics content area. For example, the increase in numbers of women working outside the home impacts roles within the family, raises child care issues, increases demand

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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	for fast food and convenience products, and creates new challenges in balancing work and family roles. Changes in sexual norms, more teen pregnancies, and higher instances of sexually transmitted diseases (especially AIDS), directly relate to parenting and child development, individual and family life, and family and individual health. Increasing American materialism continues to create high demand for quality, stylish clothing and homes, with implications for management, consumer economics, and career opportunities. Consider with students the impact of advertising on this materialism and upon American rates of purchase. Invite a history teacher to share social changes that have affected the family in the history of a specified group; specific emphasis can be geared toward home economics content being studied.
Identify research tools and techniques used in sociology and psychology.	**Explanation** • Social science theories explaining individual, group, and institutional behavior are systematically tested as follows using the scientific method: – The first steps in social research are identifying the problem and formulating *hypotheses*, possible answers to the problem. A problem may be targeted due to personal interest, because it is a prominent public issue, for marketing purposes, on request of government or private organizations, or as a requirement in advanced training. Questions related to the problem are stated, key terms defined, and hypotheses formed that theoretically answer the questions. – Social research requires a *research design*, a plan for gathering and analyzing *data*, facts and figures collected. The most common method of data collection is a survey or public opinion poll. A *survey* is a gathering and analyzing of information. Surveys, in the form of written questionnaires, telephone surveys, or personal interviews, are completed by a group of individuals (the *sample*) selected at random or chosen methodically to represent a specific population segment. Sociological data are also gathered through reading literature about the defined problem, using the *experimental method* (comparing an experimental group to a control group), and observing people in social situations. – Accumulated data are tabulated and analyzed to draw conclusions; computers may be used in data

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Understand Basic Principles of Psychology, Sociology, and Anthropology

Concepts	Explanations and Examples
	analysis. Conclusions drawn from sociological studies confirm or challenge the accuracy of theories, help determine causes and effects of social relationships, and help explain social problems (the first step in seeking solutions). The research process used in the social sciences is overviewed in Teaching Aid 3, The Research Process. – Procedures and findings are recorded in a *research report*, a comprehensive summary of the research. This report enables others to benefit from social science research and may be published for public circulation. Psychologists utilize the scientific method in conducting systematic research using basically the same techniques as social research. In addition to using surveys and experiments as data collection tools, psychologists may perform the following types of studies: – *longitudinal studies* a series of studies conducted at periodic intervals over a long period of time – *case studies* in-depth investigation of subjects – *naturalistic observation* observation of subjects in their natural environments – *cross-cultural studies* comparisons of subjects in different cultures In addition to humans, nonhuman organisms are often used as subjects in psychological research. **Example** • Much home economics content is based on social science research. Lead students in brainstorming types of information obtained from surveys and analyzing how results might be applied. Examples include surveys of consumer buying habits, voting behavior, television rating surveys, and polls on various public issues. Assign students to look in the library for statistics on trends such as population growth, marriage and divorce rates, employment figures, and birth rates. Discuss how specific examples might be useful in making personal or societal decisions. Invite an advertising representative to share implications of market research on appliance, apparel, food, housing, hospitality, or other related industries.

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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	With assistance from students and other teachers, compile an assortment of instruments used in research data collection; obtain copies of questionnaires, surveys, or summaries of instruments referenced in research literature. If possible, obtain a census form and discuss collection and application of demographic data from a census. Assign students to collect and share newspaper or magazine articles reporting on polls, opinion surveys, or other social research. Provide opportunities for students to develop and implement research projects related to home economics content that is of interest to them. Child development students might interview parents regarding child care arrangements; housing students might survey other students to investigate housing preferences; employers might be interviewed to ascertain trends in employee benefits; student groups might complete questionnaires regarding employment, study habits, food preferences, nutritional habits, consumer buying preferences, or management practices. Obtain copies of research reports students can view as references when writing brief reports of their own projects. Point out how the scientific method was implemented in each instance.
Apply various theories of human growth, development, and behavior.	**Explanation** • Cognitive theories emphasize development of thinking. Jean Piaget, a Swiss psychologist, believed that children pass through the following series of cognitive stages as their thinking patterns gradually simulate the thinking skills of adults: – Sensorimotor Stage (0-2 years) The *sensorimotor stage* is the stage at which children develop knowledge about the relationship between their bodies and external objects by experiencing the sensations associated with motor responses. – Preoperational Stage (2-6 years) The *preoperational stage* is the stage at which a child develops the capability of *representational thought*, the ability to use symbols and to picture things in his or her mind. Simple language skills begin to develop at this time. – Concrete Operations Stage (6-12 years) The *concrete operations stage* is the stage at which children develop the ability to see from another point of view, to see relationships and events in two directions, to reason deductively, and to use

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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	conservation in their reasoning. *Conservation* refers to the child's ability to understand that the quantity of something can stay constant despite a possible change in its appearance. – Formal Operations Stage (12 years-adulthood) The *formal operations stage* is the stage at which older children and adolescents develop the ability of abstract and logical thought. This stage is also characterized by engagement in *hypothesis testing*, the thinking of and testing of various alternatives. Piaget believed that children begin to know the world by constructing *schemes*, or mental maps of it. As children acquire new knowledge, they attempt to fit the information into their schemes. If the new information is consistent with the child's scheme of the world, the child *assimilates*, or absorbs, the new information into the existing scheme. If the information is not consistent, then the child reorganizes patterns of understanding to fit this new information. This action, called *accommodation*, results in the child changing the scheme to match the new view of the world. • Proponents of biological or genetic-influence theories believe that patterns of development and human behavior are programmed before birth by genetic makeup. This genetic programming is the pattern for *maturation*, the unfolding of biological potential with age. Although genetic-influence theorists recognize that environment is highly correlated with personality, they assert that individuals choose environments that fit their inherent temperaments. Advocates of this theory study the effect of the body and brain upon such things as behavior, motivation, emotion, and states of consciousness. • Psychoanalytic theory arose from attempts by Sigmund Freud to explain deviant personality behavior in adults. Freud theorized that personality had instinctive biological roots that emerged through focus on gratification of instincts, the most prominent being sexual. Freud believed personality developed in a series of psychosexual stages; sexual energy (the *libido*) focused at each stage on a particular part of the body. Trauma during any of the following five stages resulted in emotional problems in adulthood: – *Oral Stage* (0-2 years) The mouth is the focus of gratification.

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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	– *Anal Stage* (2-3 years) The excretion of bodily waste is the focus; toilet training occurs. – *Phallic Stage* (3-5 years) Pleasure is associated with the genitals. The key task is identification with the same-sex parent. – *Latency Stage* (5 years-puberty) Sexual gratification becomes less important than exploration, play, and learning. – *Genital Stage* (adolescence) The genitals again become the focus; the key task is formation of mature sexual relationships. Erik Erikson, a neo-Freudian psychoanalyst, proposed differing stages of development. Erikson believed that the child's need for social approval is far more pertinent to healthy development than mastery of sexual gratification urges. While recognizing that childhood experiences do impact adult functioning, Erikson believed that psychosocial development continues across the life span, with development at each new stage dependent upon effective resolution of previous stages. Erikson's stages of life are as follows: – Trust vs. Mistrust (0-1 years) Infants develop fear or faith in the world depending upon the quality of the care given to them. – Autonomy vs. Doubt (1-2 years) Children develop self-control and assertion or self-doubt, depending upon the amount of praise or criticism they receive from adults. – Initiative vs. Guilt (2-5 years) Children make decisions that lead to feelings of initiative or feelings of guilt, depending upon the level of discouragement they feel and the amount of criticism they receive. – Industry vs. Inferiority (5 years-puberty) Children are expected to master skills; criticism of skills can lead to feelings of self-doubt and inferiority. – Identity vs. Role Confusion (adolescence) Adolescents are challenged to develop a personal identity while still fitting in with peers; failure at this stage can result in identity confusion. – Intimacy vs. Isolation (early adulthood) Individuals either experience true intimacy with a partner or engage in behaviors that isolate themselves from others. – Generativity vs. Stagnation (middle age) Middle-aged adults either attempt to hang on to the

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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	past or move forward with a desire to contribute something to the next generation. – Integrity vs. Despair (later adulthood) Older adults either look back on their lives with a sense of satisfaction or a sense of despair. • Learning theories are based on *behaviorism*, which asserts that behavior is caused by external reinforcement (rewards and punishments) rather than internal, unconscious drives. Behaviorism was initiated by Ivan Pavlov, a Russian physiologist, and developed theoretically by B.F. Skinner, an American psychologist; it emphasizes learning through such processes as classical and operant conditioning. The theory of *classical conditioning* states that when a neutral stimulus previously not associated with a response is paired with a stimulus that already evokes that response, eventually the neutral stimulus will evoke the response on its own. Pavlov discovered this principle in the 1920s while experimenting with salivating behavior of dogs. Dogs would salivate when meat powder was placed on their tongues; at the same time, Pavlov struck a tuning fork. Eventually the dogs salivated when the tuning fork sounded, even without the meat powder. After ringing the fork without feeding the dogs over a period of time, they stopped salivating; the conditioned response had become extinct. However, spontaneous recovery occurred when the two stimuli were again paired. *Operant conditioning* is a learning process in which the consequences of a particular behavior encourage or discourage the future repetition of that behavior. In operant conditioning, the response occurs before the reinforcing or punishing stimulus. For example, when a child touches a hot stove (response) and feels pain (stimulus), he or she learns to avoid touching stoves. Terms associated with operant conditioning are as follows: – *Positive reinforcement* is the presentation of a pleasant stimulus following behavior, which increases the likelihood that the behavior will be repeated. A raise in wages might reward productivity in the workplace and encourage continued productive efforts. – *Negative reinforcement* is the withdrawal of a negative stimulus after behavior, increasing the

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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	likelihood of repeat behavior. If taking medication is followed by relief of pain, it is likely that the medication will be taken at the next occurrence of the pain. – *Punishment* is the presentation of a negative stimulus or the withdrawal of a positive stimulus after behavior, which decreases the likelihood that the behavior will be repeated. It is important to note that although punishment suppresses unwanted behavior, it does not give incentives for correct behavior as do positive and negative reinforcement. The *cognitive theory* credits learning to mental activity, arguing that while experience contributes to learning, humans use their mental processes to interpret and control stimuli that act on them. Cognitive theorists have noted that besides learning through experience, individuals learn through *modeling*, observing other people without having to experience responses personally; symbolic or pictorial representations can also take the place of personal experience. Several factors can facilitate or hinder the complex process of learning. *Feedback*, information received about one's performance, enables an individual to adjust behavior to avoid making repeated mistakes. Learning in one situation can be carried over to a similar situation through *transfer of learning*. Such transfer is positive when skills in one area are applicable to another; it is negative when skills previously learned are inappropriate for the new situation. *Practice*, repetition of a task, is an important learning factor for building skill proficiency. • Personality development theories overlap those identified above and are generally classified according to importance of internal versus external factors. Internal theories include those stressing genetic influence (summarized previously) and psychodynamic theories based on research by Freud, Adler, and Jung. *Psychodynamic theories* explain personality as a product of unconscious motivations largely shaped by internal drives and past experiences. Humanistic psychology theorizes that humans strive for *self-actualization*, realization of one's full potential and well-being; Maslow's theory of hierarchical needs exemplifies this approach. Maslow believed that self-actualized individuals perceive reality accurately,

Table 8 – continued

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<tr><th colspan="2">Understand Basic Principles of Psychology, Sociology, and Anthropology</th></tr>
<tr><th>Concepts</th><th>Explanations and Examples</th></tr>
<tr><td></td><td>accept themselves, identify with other human beings, are problem-centered instead of self-centered, engage in deep loving relationships, and live their lives with a sense of discovery; relatively few people fully reach self-actualization, and only after first satisfying the needs of physiology, safety, belonging and love, and esteem. Carl Rogers, another famous humanist, is often credited with his therapeutic contribution of *unconditional positive regard* or complete emotional support and acceptance of the client by the therapist.

Piaget's theory of cognitive development focuses on external factors affecting personality development. Behavioral psychology, pioneered by B.F. Skinner, concentrates on predicting and controlling behavior through external reinforcement techniques.

Example
• Theories of personality and human development are already an integral part of home economics content areas. Therefore, the opportunities for reinforcing these theories in courses such as parenting and child development, individual and family health, and individual and family life are endless. Examples include the following:
– Discuss the effects of prenatal parental drug use and abuse on the development and personality of newborns. Point out the genetic-influence assumptions behind this type of research.
– Explain to students that behaviorism is a common contemporary parenting technique. Discuss the manner in which rewards and punishments can be used to elicit desired behavior and the possible pitfalls associated with the use of behaviorism, such as adolescent rebellion against perceived excessive parental control.
– Have students investigate the accuracy of different developmental theories by observing the abilities and behavior of relatives and friends.

Theories of personality and human development can also be applied to home economics areas such as the following:
– Students studying housing and interior design might evaluate the effects of specific space arrangements, colors, textures, and lighting patterns on psychological mood and personal comfort.</td></tr>
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Understand Basic Principles of Psychology, Sociology, and Anthropology	
Concepts	**Explanations and Examples**
	– Students studying consumer economics could research psychological manipulation techniques that advertisers use to sell products on television and in the print media. – Erikson's psychosocial theory might be used to enlighten students about elderly concerns regarding death and despair. Teaching students about the origins of the developmental information taught in parenting and child development content areas may help students become aware of the close association of their studies to the social sciences. Students will become better aware of the relationship between the two disciplines and more readily connect their learning in the home economics content being studied to other social science principles.
Identify factors promoting mental health, symptoms of personality disorders, and intervention resources.	**Explanation** • Behavior, mental health, and physical health are strongly correlated. Certain behaviors, such as smoking, lack of exercise, poor dietary practices, and overexposure to the sun have been directly linked to physical diseases. Stress is related to mental and physical health in complex ways, and identification of *stressors* (sources of stress) and development of coping mechanisms are subjects of psychological research and intervention. Psychologists also attempt to distinguish between normal and abnormal behavior. *Abnormal behavior* is difficult to define but is generally assumed to mean behavior that differs from normal behavior, actions that deviate from social norms, lack of a sense of well-being, inability to function effectively, or a combination of these states. Mental health is the opposite of psychologically abnormal behavior. Mental health professionals utilize various systems to classify abnormality, or psychological disorders. Classifications include the following: – *anxiety disorders* vague, unfounded feelings of danger; examples are *phobias* (irrational fears), *obsessions* (permeating, uncontrollable patterns of thoughts), and *compulsions* (irrational, ritualized actions) – *somatoform disorders* physical symptoms appear with no identifiable cause

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Understand Basic Principles of Psychology, Sociology, and Anthropology

Concepts	Explanations and Examples
	– *dissociative disorders* abnormal psychological functioning, such as amnesia or exhibition of multiple personalities – *affective (emotional) disorders* examples are depression, *manic-depression* (fluctuation between extreme highs and lows), and suicide – *schizophrenia* a split between thought and emotion that encompasses a broad range of severe and varied disorders with symptoms such as delusions, hallucinations, and apathy A wide range of professional assistance for dealing with personal and psychological difficulties is available. Mental health professionals include psychiatrists, psychoanalysts, clinical psychologists, counselors, and nonprofessionals with varied degrees of counseling training such as clergy, physicians, and teachers. Many intervention therapies are available because there are so many varied psychological theories. Biological therapies use drugs or electroshock treatments. Psychotherapies utilize psychological methods of treating disorders and focus on helping individuals learn to own their problems and take responsibility for solving them. Psychoanalysis attempts to provide individuals insight into their unconscious motives; humanistic psychology stresses self-actualization through personal responsibility, authenticity, and wholeness; behavioral techniques use conditioning techniques to change specific behaviors. Therapy may take place in group settings, private offices, hospitals, community mental health centers, halfway houses, or through crisis intervention hot lines. **Example** • The correlation between behavior, mental health, and physical health have direct applications to family health, child development, family life, and food science and nutrition. Lead students to brainstorm behaviors and mental attitudes that enhance and those that detract from health. Have students identify stressors in their lives; discuss stressors related to modern society, especially those related to hectic lifestyles and challenges of balancing work and family roles. *Skills for Life*, teacher resource materials available from the Home Economics Curriculum Center at Texas Tech University, contains a module

Table 8 – continued

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<tr><th>Concepts</th><th>Explanations and Examples</th></tr>
<tr><td></td><td>on "Stress Management" that explains stress and identifies coping strategies.
Knowledge about mental health and intervention resources will benefit students personally and enable them to guide others; such information is appropriate for family living, parenting and child development, family health, management, and the world of work. Invite a psychology professional to speak to the class on normal and abnormal behavior. Have students investigate and share what professional resources for serious individual and family-related problems are available in the community. Problems that some teenagers experience, such as depression, suicidal feelings, child abuse, social isolation, eating disorders, rape, alcoholism, drug addiction, and parental divorce, can be treated by trained counselors. If a disorder is of specific concern to students, invite a guest to cover the topic in depth; for example, a volunteer who listens on a crisis hot line might share suicide intervention techniques with the class. Point out options such as marriage and family therapy, school counseling, and anonymous groups such as Alcoholics Anonymous, Narcotics Anonymous, and Sex Addicts Anonymous. Assign students to differentiate the mental health career options listed in the explanation section.</td></tr>
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Learning and Evaluation Experiences

Introduction

Successful integration of academic and home economics learning involves first knowing key principles of the academic area being covered and then reinforcing appropriate principles during the teaching of home economics content. During this process, it is important that teachers **make a point of identifying the academic principles being reinforced**. Students will receive maximum benefit from both disciplines when they recognize application of academic principles in home economics content; not only is academic confidence heightened but the home economics content itself is also strengthened when tied to other learning. Also, for the benefit of the teacher and the home economics program, it is important that students, parents, administrators, the public, and other professionals recognize that integration is being accomplished.

In many of the learning and evaluation experiences that follow, specific instructions remind the teacher to identify the integration of social studies principles. To conserve space and avoid redundancy, this suggestion is not repeated in every learning and evaluation experience. However, the teacher is encouraged to make a habit of consistently pointing out to students that specific social studies principles are being covered. Some students will not make the connection between home economics and academic content unless integration of the two is identified for them. This is especially true of the discipline of social studies, which overlaps so readily with much core home economics content.

Take credit for academic integration. Identify principles being reinforced!

Many learning and evaluation experiences contain instructions to divide the class into groups or have groups perform assigned activities. Groups may be formed in various ways including the following:
- Group students for cooperative learning, intentionally designing homogeneous or heterogeneous groupings of students.
- Randomly group students for a one-time activity. Use creative ways to assign a group leader or recorder; for example, the student whose birthday is closest to the current date, the student with the longest little finger on the left hand, or the student whose middle name starts with the letter closest to the end of the alphabet.
- Learning-styles research indicates that some students work best in groups, and some work best alone. When possible, give students a choice of working alone if that is their learning-style strength.

Basic map-reading skills in geography can be reinforced by keeping a world map or globe in the classroom. Whenever references are made to a specific nation, state, or culture, have a student point out that location on the map or globe. This practice will not only give students a geographical frame of reference for the topic discussed but will add interest to the activity while integrating social studies skills.

Child Development

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of child development, refer to *Parenting and Child Development*; *Advanced Child Development*; *Pregnant and Parenting Adolescents*; *Parenting Education for School-Age Parents*; and *Child Care and Guidance, Management, and Services.* These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Instruct students to read references covering the socialization of young children. Have them identify socialization tasks young children must learn (such as acceptable behaviors and symbols of communication) and list agents of socialization most influential in their lives. After students share resulting information, assign them to observe children and record behavior illustrating socialization principles. For example, children may imitate behavior of parents or other role models, mimic speech heard on television, or cite rules to their peers. As students share their recorded observations, summarize key socialization concepts.

Psychologists have proposed several theories to explain human growth and development. Help students become aware of the various theories, develop a basic understanding of each, and realize why there are so many different theories. Have students list various theories of personality and human development, including those on pages 93-100. Assign each pair or group one of the theories to summarize for the class. Compile the various theories on a chart or poster. Lead a class discussion on the theories. How deeply each theory is explored will depend on course level and instructional purpose. KEY QUESTIONS: What are basic characteristics of each theory? In what ways are various theories similar? different? Why are there so many theories? How does one know which theories to apply? Which theories, or principles within theories, seem most useful to you?

Assign students to research the topic of child care. Have them read references and summarize information on the number of children who experience child care outside the home in the United States. Assign some students to explore how other cultures meet needs for child care outside the home; include highly industrialized nations (such as Japan and Germany), a socialized economy (like Great Britain), communist societies (such as China or Soviet states), and developing nations (like Latin America or Saudi Arabia). Lead students to analyze child care options in various societies and point out to students that cultural geography reveals many differences in the way societies deal with issues such as child care and elder care.

Divide students into groups to investigate governmental agencies and legislation that protect and regulate child care, child labor, and children's rights. Compile the information by listing agencies and laws on the chalkboard as groups take turns contributing and briefly describing one agency or law at a time. Have students continue sharing until all input is listed. Based on the compiled list, lead students to consider the relationship of government to child development in the United States.

Have each student write an essay describing the effects of one aspect of United States Industrialization (the period between 1865 and 1900 summarized on pages 28-29) on children of that era. Examples include the transition from an agrarian to an industrialized society, issues facing children of immigrants, and use of child labor in factories. Lead students to compare and contrast the effects described to issues facing children in the United States today.

Consumer Economics

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of consumer economics, refer to *Consumer and Family Economics,* which is available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Assign each student to write a letter addressed to a senator or representative of his or her choice about a consumer economics topic of personal interest. Examples include letters about tax legislation, government regulation, Social Security issues, consumer protection legislation, and subsidization of entities such as savings and loan institutions. Students will need to know the names of their senators and representatives, locate their addresses, and review protocol for addressing and writing legislators. Allow students to work together to proofread and revise the letters. Have students share their letters with the class. Have volunteers actually mail their letters and track the responses. Point out to students that expression of individual viewpoints to one's Representative is essential in a representative democracy.

Ask students to define the terms *supply* and *demand* (see page 12). Lead students to brainstorm and list goods and services that are affected by interaction of supply and demand. Examples include gasoline, housing, child care, apparel, food products, the hospitality and food service industries, interest rates, employment, and wages. Write each of the examples on an index card; have groups of students take turns drawing one of the cards and explaining how supply and demand relate to the example. KEY QUESTIONS: If demand is constant, what happens to price when supply is plentiful? when supply is scarce? How do supply and demand determine whether a housing market is a buyer's or seller's market? What are examples of occupations where a surplus of applicants currently exceeds demand for employees? In what occupations is the demand for applicants great? How do supply and demand in the job market relate to wages?

Divide the class into groups. Have each group complete the chart on Teaching Aid 4, Types of Economic Systems. Students are to characterize, give examples, and cite advantages and disadvantages of command and market economic systems. Lead the class in comparing and contrasting the two types of systems on the basis of information collected. Relate the discussion to the home economics content area being studied. KEY QUESTIONS: How does each system answer the basic economic questions of what, how, and for whom goods and services should be produced and distributed? Which system can more flexibly respond to changing supply and demand in the global market? Which system seems to offer the most incentive to producers? consumers?

Divide the class into groups. Have each group select an item they or their families might choose to purchase. Examples include an appliance, an automobile, clothing, health services, and housing. Ask each group to explain how acquiring the item might differ in a market economy and in a command economy. Review the differences in command and market economies summarized on page 14.

Ask students, without preparation or referral to references, to define *money* and cite functions that money fulfills. Then have them work in groups to check their definitions and formulate a brief history of money to share with the class; encourage students to add interest by including interesting trivia about money, bringing examples of items that might have been used as money in other societies in the history of the world, and giving examples of businesses and individuals currently using items or services as money substitutes. Review the importance of the salt trade in Africa on pages 58-59 and the reference on page 60 to salt as a key economic product of the ancient world. Note that an item is only useful as money if it is acceptable to all parties and fulfills economic functions. To expand the activity, have one group research and report on the issuance and backing of United States currency today and explain the government's role in regulating the money supply.

Family Health

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of family health, refer to Family/Individual Health and *Families with Special Health Needs*. These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Invite a psychologist to speak to the class on obesity and eating disorders in the United States. The presentation might include psychological and sociological factors that contribute to obesity and eating disorders such as anorexia nervosa, bulimarexia, and bulimia; results of related research; symptoms; resulting health problems; and prognosis and treatments. Encourage students to take notes and ask questions following the presentation. Teaching Aids 37, 38, and 39 in *Family/Individual Health*, available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, are excellent resources related to eating disorders.

Assign students to interview individuals from different cultures to find out how various societies perceive individuals with special health needs, how much or how little these individuals are valued, and how care is provided for them. Special health needs include all diseases, illnesses, and other health situations that affect normal life functioning. Lead students to identify societal norms and values that influence how these individuals are perceived and treated. For example, in nations where external beauty, strength, and perfection are idealized and reinforced by media, "imperfect" individuals are not highly valued as a rule. A culture based on Confucian values (see page 54) would be more likely to value elderly individuals with special health needs. As different cultures are mentioned, have a student point out the appropriate geographic location on a map or globe. Point out to students that this activity reinforces both cultural and physical geography, and sociology.

Lead students to explore economic factors that influence the price of prescription drugs. Have students work as a class to develop questions that students would like answered regarding prescription drug prices. Questions might include the following: What factors contribute to the price of drugs? How do principles of supply and demand influence prices of prescription drugs? What are specific examples of higher-priced drugs? Why are they so costly? What are lower-priced drugs? What role does the Food and Drug Administration (FDA) play in the prescription drug industry? What are generic drugs? Why are they less expensive than brand-name drugs? How much less expensive are they? Have volunteers or assigned students interview pharmacists and physicians, asking the questions developed by the class and recording responses on paper or audiotape. After hearing the reports or recordings, lead students to analyze the economic factors that influence the price of prescription drugs and suggest ways a family might save money on prescription drugs.

Divide the class into groups to identify and investigate public health agencies in the community. Include programs administered by the Public Health Service, state and local health departments, and voluntary health agencies such as the American Cancer Society. Compile a list of the findings to share with other classes or community groups.

Have groups of students research and report on "History and Health," relating examples of historical events or trends that significantly impacted the health of large groups of people. Examples include the bubonic plague which destroyed approximately one-third of the Western European population in the 1300s (p. 40), European imperialism in the 1400s and 1500s which brought disease to native inhabitants of Africa and the Americas (p. 42), and expansion of the United States into native American Indian territory in the 1800s which resulted in famine and disease for native populations (p. 23). Lead students to consider current trends that future historians may say impacted family health in the 20th and 21st centuries. Most importantly, have students suggest ways families can minimize possible negative effects of such current trends.

Send students to the library to look up life expectancy figures in different parts of the world; an encyclopedia is one source where this information may be found. Have groups of students employ critical thinking skills to suggest reasons for the variations in life expectancy; let each group share their speculations and reasoning. As locations are discussed, have groups locate them on the map or globe. Information from the World Health Organization related to world health issues, especially in developing countries, could be used to expand this activity.

Family Life

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of family life, refer to *Individual and Family Life,* which is available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Display Teaching Aid 5, Erikson's Stages of Life, as a transparency or handout. Supplement the teaching aid with information from reference books or review the brief overview of Erikson's theory on page 94. Lead students to understand the various stages or crises that individuals must resolve at each stage of life according to Erikson. Have students explain in their own words the meaning of each stage, giving examples to clarify their understanding. Ask students if they can relate any of the stages to their own family members. Note that Erikson's theory is one of several developed by theorists to explain human development.

Assign students to read references and identify socialization issues faced by individuals at various points in the life span. For example, children must learn basic communication skills, values, and relational norms; adolescents face issues related to sex roles and increasing independence; adults face challenges related to marriage, parenthood, and employment; aging brings issues related to retirement, changing roles, and preparation for death. Lead students to brainstorm to identify norms, mores, and folkways relevant to each phase in the life cycle; these terms are defined on page 87.

Have each student select a culture from a different geographical location in the world or a culture from a different historical period and investigate characteristics of family life within that culture and present information to the class. The presentation should include a written summary supplemented with illustrations or posters to add interest. Have students include information such as family structure, common values and norms, functions of the family, and parenting and other essential roles. Presentations could be compiled into a display, perhaps around a map or globe, for viewing by a broader audience.

On slips of paper, write the names of various areas such as Europe, Soviet states, India, China, Japan, Africa, Latin America, and Middle East. Those suggested are discussed in the United States and world history sections of this book; countries can be added to or deleted from the list. Divide the class into groups and have each group select one of the slips of paper. For the geographical area selected, assign the group to pick a historical time period and research and summarize basic functions of families and ways of performing those functions for the chosen time and place. Allow students to consult history books, library references, and/or the history sections in this book for information to assist with selection and research of a topic. After students share their summaries, lead them to compare and contrast functions discussed with those they have observed in current families, including their own.

Show students Teaching Aid 6, Social Norms, and review the definitions of norms, mores, and folkways from page 87. Lead students to brainstorm and list examples of norms, both folkways and mores, followed within their own families. Lead a class discussion on the role of norms within families and society and factors that influence development of and adhesion to norms. KEY QUESTIONS: Why do norms exist in families and societies? What are the benefits of having set norms? the drawbacks? What factors influence development of norms? What factors influence whether or not you choose to adhere to the prescribed norms of your family? your society? your peer group? In what ways have media and mass communications affected cultural and familial norms? What norms do you plan to enforce in your own future family?

Food Science and Nutrition

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of food science and nutrition, refer to *Food Science and Nutrition; Advanced Food Science and Nutrition*; and *Food Production, Management, and Services*. These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Instruct each student to write a descriptive report of food customs practiced by a selected society; control selections to allow as broad a variety of world societies as possible. Depending on the cultural selections, students may need to show relation of religious beliefs, social customs, economic status, and tradition to food customs. Lead students in recognizing the sociological influences on food options.

Reinforce that the United States government consists of three branches–legislative, executive, and judicial. Overview the three main areas of the executive branch described on pages 72-73. Assign students to find examples of government agencies related to the food science and nutrition industry that operate under independent executive agencies and cabinet departments, as independent regulatory commissions, and as government corporations. Have them explain how each agency fits within government structure and explain its functions. Compile a listing of reported agencies.

Assign groups of students to each write a history of food preservation. The histories could date back to prehistoric practices of drying plant products in the sun or storing food outside caves in cold climates to prevent spoilage. The histories could include information on the early use of smoking, salt, and fermentation; a description of modern methods dating from the 1700s; and current and futuristic innovations. Encourage students to make the histories both interesting and informative, supplementing facts with trivia, illustrations, or time lines. Provide time for sharing and discussion of learning.

Assign groups of students to research and report on various sociological and psychological aspects of food. Reports might answer and give examples for questions such as the following: In what ways does culture influence food choices and habits? What basic and higher needs does food fulfill in infancy, childhood, and adulthood? What agents of socialization influence food preferences at various ages? In what ways are we "conditioned" to eat? (Review Pavlov's experiments on page 95; there are many external stimuli that trigger the desire to eat.) How is desire for food related to social events and occasions? After students share their reports, have each group develop and present a short poem or rap summarizing key psychological or sociological implications of food.

Assign selected students to interview individuals who have lived in countries characterized by a command economy controlled by a central government (see page 14) or invite those individuals to class. Ask them to describe the food marketing and distribution system in a command economy, covering steps in the food system such as crop production, harvesting, transporting and storage, product marketing, processing and packaging, wholesale distribution, and supermarket distribution. KEY QUESTIONS: How effective are the various steps performed in a command economy? Is supply responsive to demand for certain products? Why? Are needed food products consistently available to the majority of consumers? Why? Are essential products affordable? Why? What career opportunities exist in the food industry? How does the food industry in a command economy compare to that in the United States?

Lead students to brainstorm examples of events in history that caused families to radically alter their food purchasing and consumption practices. Examples include World War I, the Depression, and World War II (described on pages 31-32). Have students read references or interview individuals to discover how these events affected production and consumption of food products. Ask students to relate ways families coped with shortages of food products and money and to describe adapted diets that resulted. Have them suggest ways they could alter their current diets in the event of similar occurrences today.

Housing

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of housing, refer to *Housing, Design, and Furnishings*; *Interior Design*; *Hospitality Services*; and *Housing, Home Furnishings, and Equipment Management, Production, and Services*. These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Define the six classifications of climate listed on page 81; note that there are various systems used for classifying world climate, and this is only one. Have groups of students select climate types and find examples of housing designs used in the climates. Students should bring pictures or sketches of various housing designs to display and share with classmates, noting location of the region on a world map and explaining reasons for housing design features. Use the presentations as a basis for a class discussion on the influence of climate and geography on housing design.

Present a historical overview of the classical civilizations of Greece and Rome (see pages 36-38). Have students locate and share examples of ancient and current structures characterizing Grecian and Roman architecture. Point out that a basic understanding of cultures makes one more appreciative of their architectural styles. Lead students to brainstorm about the feelings and moods created by various columns, arches, and other distinctive features. Display the examples for social studies classes.

Maslow's theory of personality development is referred to on page 96; he proposed that individuals must satisfy four levels of needs before reaching the fifth level, self-actualization. Show students a copy of Maslow's hierarchy of needs or list the following categories on the board:

- Physiological Needs
- Safety Needs
- Love and Belonging Needs
- Self-esteem Needs
- Self-actualization Needs

Lead students to analyze the relation of housing to each of these levels of needs. Point out to students that psychological and sociological factors greatly affect the housing industry. KEY QUESTIONS: Why is the need for shelter a basic physiological need? How does the critical nature of this need vary with extremes of climate? In what ways does housing meet safety needs? love and belonging needs? self-esteem needs? How might housing enable one to grow and reach full potential? What role does the housing and interior design industry play in helping individuals meet the various needs?

Assign students to write essays on the relation of housing to economics. Resources include textbooks, library references, and economics teachers. After students share their essays, lead a class discussion on points covered. KEY QUESTIONS: How do laws of supply and demand affect housing costs and options? What opportunity costs are involved in housing decisions? How do interest rates relate to the housing industry? What economic factors affect interest rates? How do housing options in a market economy differ from those in a traditional or command economy?

Management

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of management, refer to *Management*, which is available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Assign students to look up definitions of *scarcity*, *resources*, and *opportunity cost*; the terms are briefly defined on page 12. Ask groups of students to develop case studies in which individuals must manage scarce resources by making decisions requiring opportunity cost trade-offs. Have groups exchange case studies and analyze the situations and determine what trade-offs can be made. Have each group share their case study with the class, explaining and justifying trade-offs decided upon. Allow other groups to question and provide input on each case study discussed.

Lead the class to define the terms *human resources* and *nonhuman resources*, which may be divided into land and capital (see page 12), and to brainstorm examples of each type. Give students Teaching Aid 7, Categories of Resources, as a handout and have them add the examples listed during brainstorming to each category. Beside each resource listed, have students write the letter *A* if they consider the resource abundant and *S* if the resource is scarce. Call on each student to name and denote one resource as abundant or scarce; continue around the room until all examples have been cited. Bring closure to the learning experience by summarizing key points made. Note that economics is the field of social studies that studies how human systems manage survival in a world of scarce resources and that management is the process humans use to do so.

Point out to students that changes in lifestyle greatly impact management roles within families. Have groups of students each select a historical period when there were basic societal changes, describe how the societal changes impacted lifestyles, and demonstrate how management roles changed as a result. An example from ancient times is the ending of the ice age and beginning of civilization, when families moved from nomadic lifestyles to farming and dwelling in communities (see page 35). The transition from medieval feudalism and manor life to commercialization and town living prompted significant lifestyle changes, as did the later Industrial Revolution in Europe (pages 38-44). Additional examples relate to changes caused by various wars, imperialism, Communist rule, and the recent decline of Soviet domination.

Overview the information on page 87 concerning norms, mores, and folkways. Show students Teaching Aid 6, Social Norms, and note that *prescriptions* are things one must do, and *proscriptions* are things one must not do; prescriptions and proscriptions are at opposite ends of the norm continuum. Ask students to explain how values relate to social norms; have them give examples of values influenced by specific prescriptions and proscriptions and brainstorm to list agents of socialization influential in formation of those values. For instance, "do not kill" is a proscription that may lead to valuing human life; socialization agents who might instill this value are parents, religious institutions, and teachers. "You must get an education" is a prescription promoted by parents, educational institutions, and other socialization agents that might cause one to value learning.

Managing Work and Family

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of managing work and family, refer to *Skills for Life* and *Single Parents: Managing the Dual Role of Homemaker and Wage Earner*. These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Assign students to write essays on the effect that belief in the basic American philosophy "All men and women are created equal" has on management of multiple work and family roles. Explain the assignment by noting that, in the first place, societies that do not share this belief do not allow all members to participate in the workplace equally. For instance, women in fundamentalist Middle Eastern nations (see page 52) or untouchables in the Hindu caste system (see page 52) would either be restricted from the workplace entirely or be limited to positions of the lowest status. Women and minority groups, especially African Americans, were as a general group locked into (and out of) certain vocational positions in the early history of the United States; note that there have always been exceptions to this generalization. With growing practice of the principle of equality, more women and minorities have entered all phases of the workplace. Have students discuss in their essays the resulting challenges and opportunities related to work and family. Possible challenges include child care issues, stress-related problems, and need for time management; opportunities include a greater selection of vocational choices, more equal opportunity for advancement, a more diverse work force, and greater sharing of traditional gender roles and tasks.

Invite a psychology teacher or psychologist to overview psychological theories about stress, including causes of stress (stressors), the body's reaction to stress, relation of stress to physical health, and coping mechanisms. *Skills for Life*, teacher resource materials available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas, contains a module titled "Stress Management" that provides additional information on stress. In a follow-up discussion, guide students in relating stressors to today's hectic lifestyles and challenges of managing work and family roles. Ask each student to compose a hypothetical case study involving a stressful work/family situation; then work as a class to suggest options for resolving or coping with the stress. For example, case studies might relate to a working mother with two sick children and a husband who is out of town on business; a single father called to an emergency sales meeting; or an assembly-line worker frustrated by heavy quota demands perceived as unrealistic.

Point out to students that managing work and family roles involves many opportunity cost trade-offs. For instance, in a dual earner family, the decision of both husband and wife to pursue gainful employment may result in additional financial resources but scarcity of other resources such as time and energy. Lead students to brainstorm and list trade-offs they have observed while participating in or observing practices to manage work and family roles. Lead a class discussion of the perceived benefits and drawbacks of trade-offs cited. KEY QUESTIONS: Why are opportunity cost trade-offs necessary? (The answer relates to the fact that resources are limited.) What are examples of trade-offs you would be willing to make? Why? unwilling to make? Why? Who decides in your family which trade-offs will be made? What do you like, and what would you like to change about the way decisions are made in your family?

Assign students to consult references or interview a history teacher for information about the effects of the Industrial Revolution in Great Britain, Europe, and North America on work and family interaction; condensed information is presented on pages 28-30 and 43-45. Have students summarize their findings in writing and share with the class. Guide students in comparing characteristics of family life before and after the Industrial Revolution.

Textiles and Apparel

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the area of textiles and apparel, refer to *Apparel*; *Textiles and Apparel Design*; and *Apparel and Textiles Production, Management, and Services*. These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Have students locate and write definitions for *physical geography* (see page 75) and *cultural geography* (see page 83); compile findings into class definitions for the two terms. Point out that both physical and cultural geography affect clothing needs and preferences of individuals. Divide the class into groups. Have each group list examples showing the relationship of both types of geography to clothing needs and preferences. Allow groups to share their examples until all have been cited. Recognize the group that develops the most examples.

Assign groups of students to research changes made in the textiles and apparel industry as a result of industrialization that occurred in the United States from the 1800s to the present. Findings should reflect inventions, growth of factory production, new marketing techniques, and growth of the import and export industries. Lead a class discussion on key points discovered.

Lead students to brainstorm reasons people wear clothes. From a psychological standpoint, note that people wear clothes to satisfy various needs, such as those in the five levels of needs identified in Maslow's theory of personality development (see page 96). Show students a copy of Maslow's hierarchy of needs or list the following categories on the board:
- Physiological Needs
- Safety Needs
- Love and Belonging Needs
- Self-esteem Needs
- Self-actualization Needs

Lead students to identify clothing needs related to each of these levels. KEY QUESTIONS: Why is the need for clothing a basic physiological need? How does climate influence the importance of clothing as a physiological need? How might clothing relate to safety needs? At which level would you place clothing needs related to peer pressure, desire to conform, and influence of advertising? Does clothing meet self-actualization needs? In what ways? What role does the textiles and apparel design industry play in helping individuals meet the various needs?

Divide the class into shopping teams. Have the teams visit apparel retailers, look at several garment labels, and record where each garment was manufactured. As teams report their findings, note the approximate percentage of garments manufactured in various locations worldwide. Lead a class discussion on the global nature of the apparel and textiles industry. KEY QUESTIONS: When were manufacturers required to state the country of origin on textile product labels? Why? What nations were identified as key importers of goods into the United States? What are advantages and disadvantages of textile and apparel imports to United States' consumers? to manufacturers of textile products?

Assign students to research contributions made by India, China, and Japan to the textiles and apparel industry and then present their findings to the class in a creative manner. Encourage students to provide illustrations and to reference historical periods and geographical locations in their presentations. The summary of the historical development of these nations presented on pages 52-58 may be used as a historical framework for the findings.

The World of Work

NOTE: For additional learning experiences and teaching aids that reinforce social studies principles in the world of work, refer to *Employability* and *Home Economics Career Cluster*. These books are available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas.

Divide the class into groups. Have each group investigate occupations existing in Communist nations or states, entry requirements for various occupations, and factors that determine which occupation an individual enters. After groups report their findings to the class, lead the class in comparing and contrasting career opportunities in Communist nations with those in capitalist nations. Enhance the activity by inviting a guest speaker familiar with life in a communist society to address students' questions. KEY QUESTIONS: How does the range of career options compare within the two political systems? How do entry requirements and training differ? Who or what controls career choice for specific individuals? At what age do most individuals within each system make a career choice? What factors determine salary and wage scales?

Lead students to brainstorm and list on the chalkboard the various fields of social studies. Fields of social studies include economics, history, government and politics, geography, psychology, sociology, anthropology, and branches of these disciplines. Have pairs or groups of students each choose one field and research possible careers that home economics students might pursue within each discipline. For example, a student interested in a career in child development might specialize in child psychology, and interest in consumer economics might lead to a career in politics. Various home economics areas support careers in human services. Students may refer to references or interview resource persons to find as many examples as possible. When investigations are complete, have each group share their findings and compile a class summary of career options integrating social studies and home economics.

Send a representative to the library to find current unemployment statistics or collect articles reporting unemployment figures. Guide the class in interpreting the statistics and discussing implications. KEY QUESTIONS: What are local, state, and national trends in employment percentages? What economic factors are tied to employment trends? What additional factors contribute to unemployment? Why are unemployment figures closely watched by the nation's economists? What role do the statistics play in an election year? How do strategies for dealing with unemployment differ between liberal and conservative viewpoints? (Political positions are reviewed on pages 65-66.)

Allow students to view Teaching Aid 6, Social Norms, as a transparency or handout. Overview information about norms, mores, and folkways found on page 87. Explain that *prescriptions* are those things one must do, and *proscriptions* are things one must not do; prescriptions and proscriptions are at the extremes of the norm continuum. Mores are nearest the musts and must nots, while folkways are more open to interpretation and preference. Lead students to list workplace prescriptions and proscriptions; in other words, cite rules that must be closely followed in order to obtain and keep a specific job. For example, do show respect for your employer, and do not steal company property; failure to adhere to these mores is likely to result in job termination. Have students also name workplace folkways, those unwritten expectations that usually carry less weight. Examples include appropriate dress and social interaction. Point out that while general work ethics are fairly standard, practices that are considered folkways in one occupation might be proscriptions in another; success depends on abiding by the norms of a given workplace.

Present the following statement to students: "One characteristic of civilization is specialization of occupations; as civilizations become more advanced, more specialized occupations arise." Lead students to brainstorm and list historical examples supporting this statement. For example, the overview of prehistoric peoples on pages 35-36 describes the trend from nomadic hunting, fishing, and gathering to the taming of animals, farming, and plowing. Early civilizations arose, characterized by growth of cities that "undertook major projects such as construction of common buildings, defense structures..." (p. 36); these major projects required persons with specialized skills. Other examples include military occupations in ancient Rome, medieval Europe, and the 20th century Cold War. Additional examples, if needed, can be found in the historical overview section of this book. After students complete the brainstorming exercise, lead them to discuss the initial statement. KEY QUESTIONS: Why are specialized occupations essential to advancement of civilization? Are occupations becoming more or less specialized today? Why? (Cite examples.) Is the trend toward specialization good or bad? Why? How does the need for specialized skills impact one's preparation for the world of work? What skills are commonly needed by all persons preparing to enter the work force?

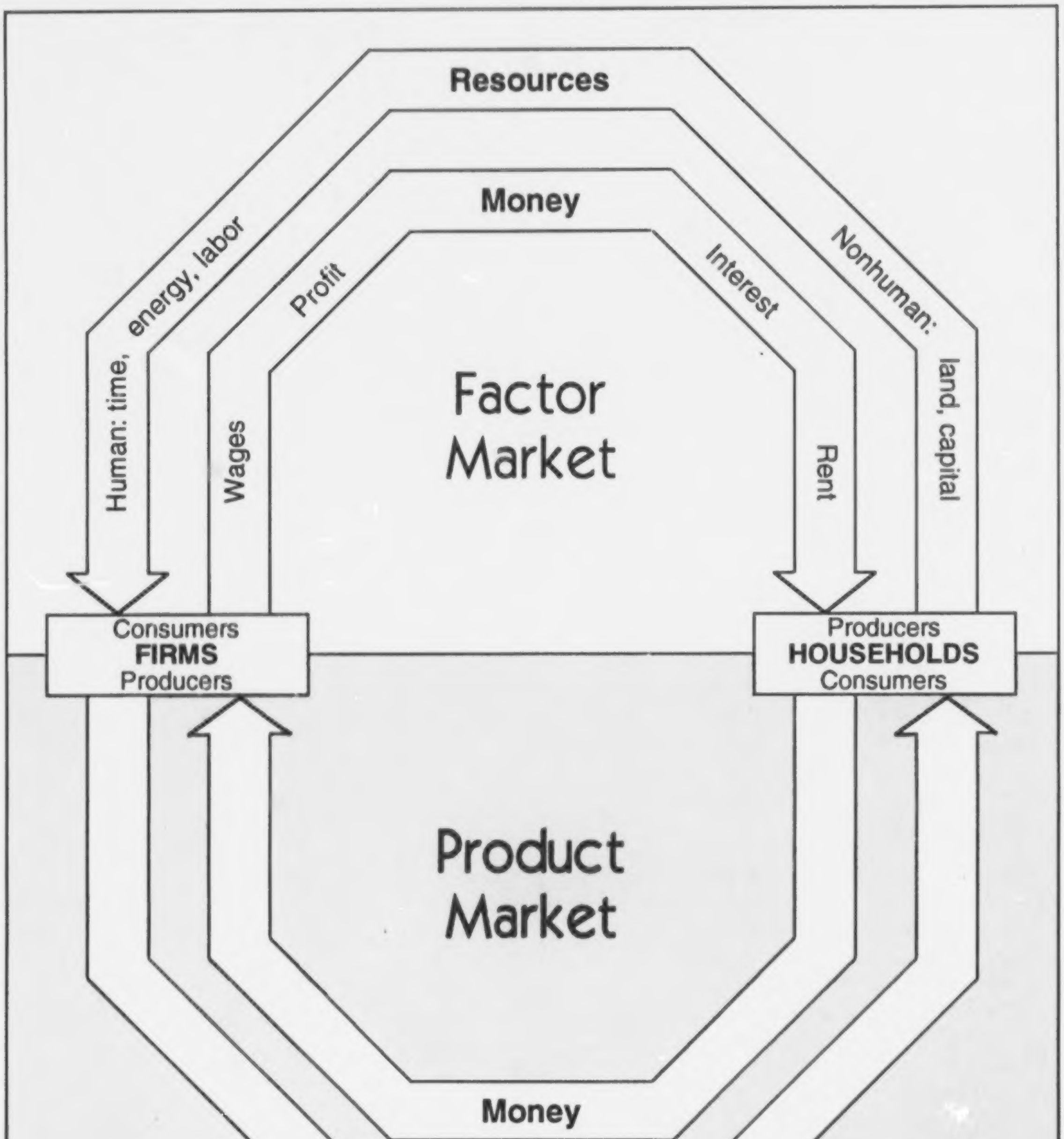
Read the following question to students: "How do career opportunities that exist today relate to historical and sociological trends of the 20th and 21st centuries?" Assign each student to write and share with the class an essay on one career opportunity in the field of home economics that exists today as a result of a recent historical or sociological event or trend. Examples include the following:

- The arms and space races generated by the 20th century Cold War created a vast military network and space exploration industry, with many specific career opportunities continuing.
- The demise of Communism has opened trade doors with previously inaccessible parts of the world and generated new overseas career possibilities.

- The trend toward dual career families continues to create demands for child care, with need for innovative and flexible options.
- The increase in the percentage of elderly persons in the United States creates a great demand for programs related to elder care and retirement activities.

Teaching Aids

Market Economy


Resources
Money
Human: time, energy, labor
Profit
Wages
Interest
Rent
Nonhuman: land, capital
Factor Market
Consumers
FIRMS
Producers
Producers
HOUSEHOLDS
Consumers
Product Market
Money
Goods and Services

TA 2

United States Government
Checks and Balances

Judicial Branch
(interprets laws)

The judicial branch consists of the Supreme Court. Duties of the Supreme Court include the following:
- √ interprets meaning of federal laws
- √ determines if laws are unconstitutional
- √ can declare president's actions unconstitutional

Legislative Branch
(makes laws)

The legislative branch consists of Congress. Congress is made up of the Senate and the House of Representatives. Duties of Congress include the following:
- √ approves presidential appointments, appointment of judges, and treaties
- √ overturns presidential vetoes
- √ establishes number of Supreme Court justices
- √ can impeach the president, high officials, and judges
- √ declares war, coins and regulates money, and levies and collects taxes

Executive Branch
(enforces laws)

The president is chief executive of the executive branch and performs the following duties:
- √ vetoes laws
- √ appoints justices to the supreme court
- √ appoints cabinet members
- √ makes treaties with other nations
- √ grants pardons to persons convicted of federal crimes
- √ controls how actively laws are enforced
- √ calls special sessions of Congress

The Research Process

Prepare Report

Draw Conclusions

Analyze Data

Gather Data

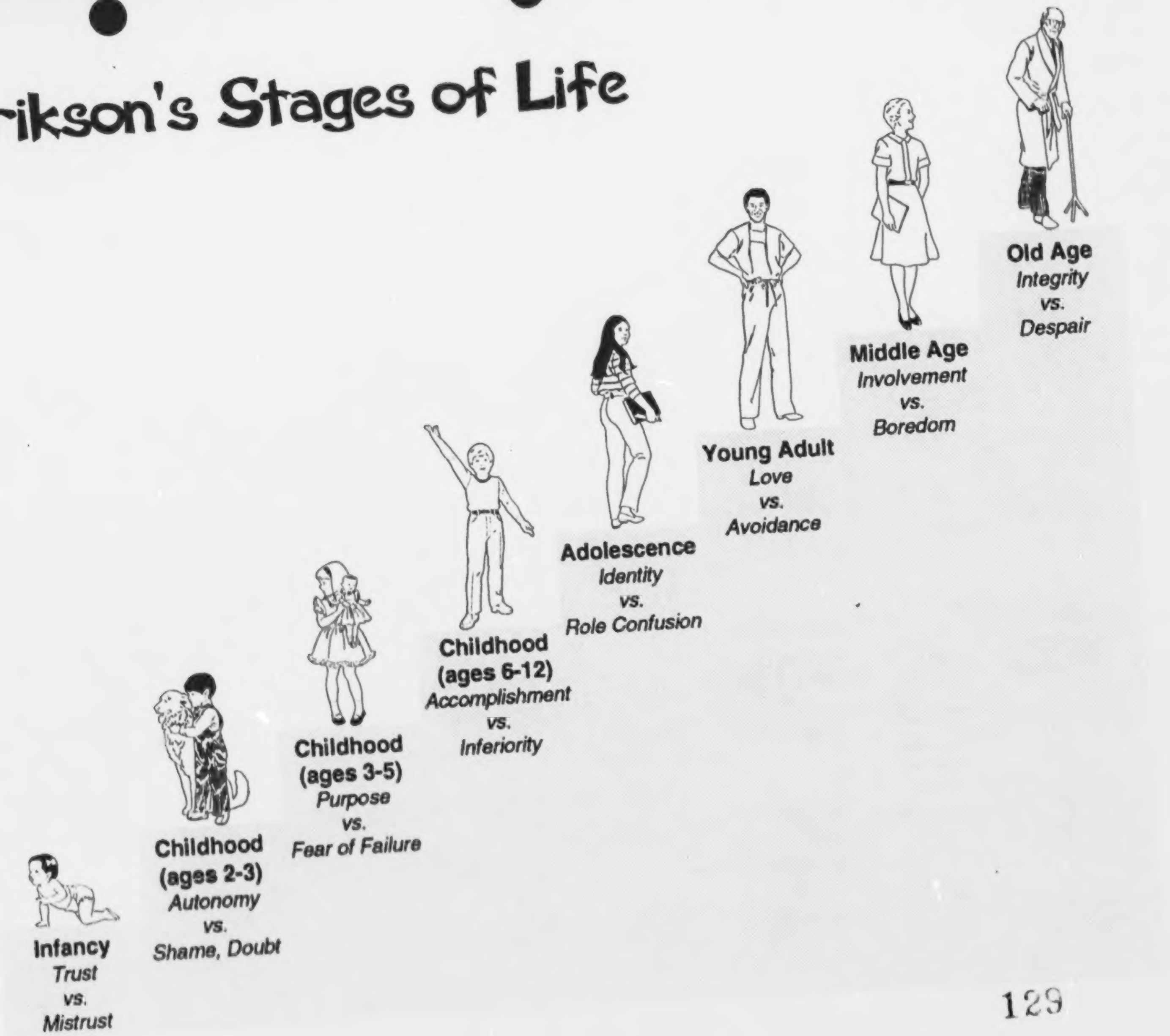
State Hypotheses

Identify Problem

Types of Economic Systems

Type	Characteristics	Examples	Advantages/Disadvantages	
Command				
Market				

Erikson's Stages of Life



Infancy
Trust
vs.
Mistrust

Childhood (ages 2-3)
Autonomy
vs.
Shame, Doubt

Childhood (ages 3-5)
Purpose
vs.
Fear of Failure

Childhood (ages 6-12)
Accomplishment
vs.
Inferiority

Adolescence
Identity
vs.
Role Confusion

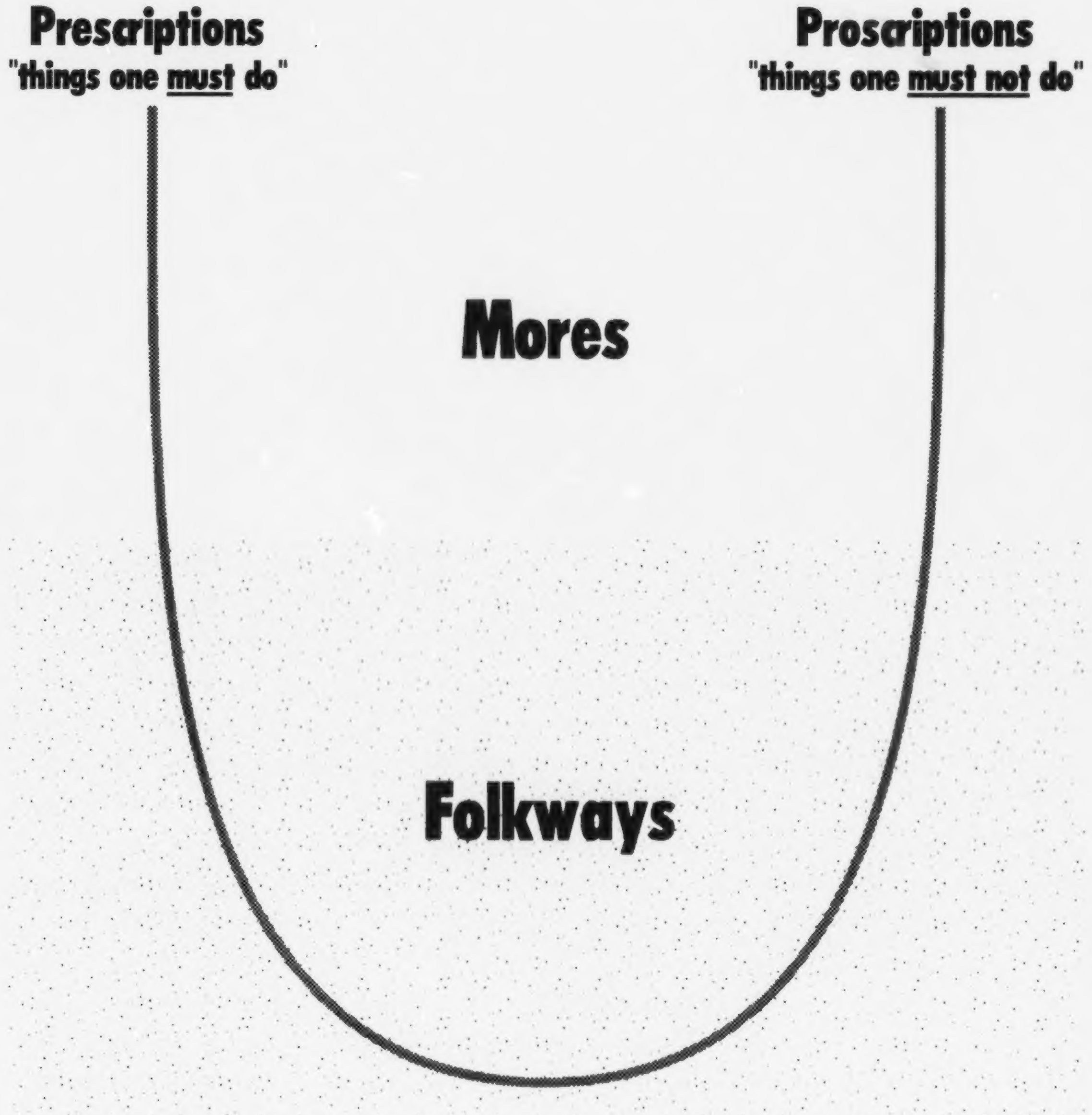
Young Adult
Love
vs.
Avoidance

Middle Age
Involvement
vs.
Boredom

Old Age
Integrity
vs.
Despair

TA 6

Social Norms



Prescriptions
"things one must do"

Proscriptions
"things one must not do"

Mores

Folkways

TA 7

Categories of Resources

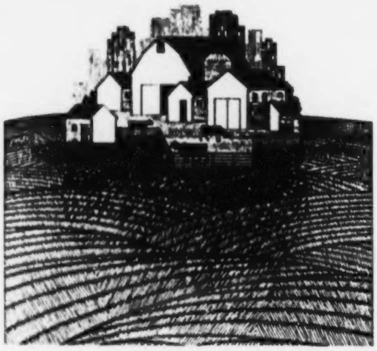
Human/Labor

- Time
- Energy
- Skills
- Knowledge
- Attitudes
- Personal Qualities
- Other Persons

Nonhuman

- Wealth
- Money
- Capital/Economic
- Purchasing Power/Credit

Land/Environment



- Natural Resources
- Social Organizations
- Economic Institutions
- Political Institutions
- Community Services and Facilities

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